

ED 027 961

PS 001 612

JDC Guide for Day Care Centers, a Handbook to Aid Communities in Developing Day Care Center Programs for Pre-School Children.

American Joint Distribution Committee, Geneva (Switzerland).

Pub Date Jul 62

Note-67p.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors-Agencies, Building Equipment, \*Day Care Programs, \*Day Care Services, Educational Equipment, \*Guidelines, Personnel Selection, Program Descriptions, \*Program Planning, Recordkeeping, Records (Forms), Student Records, Teacher Education, Teacher Qualifications

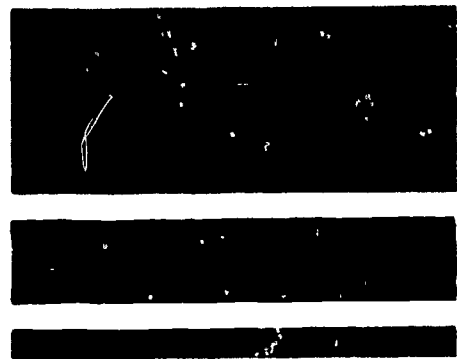
This brochure suggests standards and procedures for establishing day care center programs for preschool children. It includes chapters which (1) describe day care centers and the role they play for the pupil, (2) tell how to start a day care center in a community, (3) explain standards or rules of operation for day care centers, and (4) discuss qualifications and responsibilities required of the staff. Several appendixes provide additional information such as (1) a list of equipment generally needed for a center, (2) the types of records and reports that must be kept or made, (3) a course outline for a teacher training program, (4) a list of agencies which can help in the establishment of a day care center, and (5) a list of the rights of the child. The information contained in this document is intended for use in the creation of day care centers in any country of the world. (WD)

ED027961

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE  
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION  
POSITION OR POLICY.

# JDC GUIDE FOR DAY CARE CENTERS



**A HANDBOOK  
TO AID COMMUNITIES  
IN DEVELOPING  
DAY CARE CENTER  
PROGRAMS  
FOR  
PRE-SCHOOL CHILDREN**

PS001612

Department of Social Services

**AMERICAN JOINT DISTRIBUTION COMMITTEE**

64, rue du Stand

Geneva, Switzerland

## TABLE OF CONTENTS

### FOREWORD

I.	INTRODUCTION	1
II.	WHAT IS A DAY CARE CENTER?	2
	Typical Day In A Day Care Center	2
	What Can David's Day Care Center Give Him That His Own Family May Not?	3
	What Pre-School Children Are Like	3
	How The Day Care Center Meets Children's Needs	4
III.	HOW TO GET A DAY CARE CENTER FOR YOUR COMMUNITY	5
	What You Need To Have To Start A Day Care Program	6
	Committee Organization And Operation: Finances, Policies, Staffing, etc.	6
IV.	STANDARDS (RULES OF OPERATION) FOR DAY CARE CENTERS	8
	Children To Be Admitted	8
	Premises Of The Day Care Center: Location, Design, Facilities, etc.	9
	Equipment	14
	Program	15
	Educational program	
	Health and medical services	
	Feeding program	
	Home-school relations, parent education, and social service	
	Religious education	
V.	STAFF	23
	Professional Staff: Qualifications and Responsibilities	23
	The director	
	Teachers	
	Kitchen And Maintenance Staff	29

## TABLE OF CONTENTS (cont'd)

<b>SUMMARY</b>	<b>31</b>
<b>APPENDIX</b>	<b>32</b>
<b>Equipment List</b>	<b>32</b>
Outdoor Equipment	
Indoor Educational Equipment	
Classroom Furnishings	
Toilet and Washroom Furnishings	
Equipment for Food Service in the Classroom	
Kitchen Equipment	
Construction Blocks	
Designs	
Recipes for Creative Art Materials	
<b>Records and Reports</b>	<b>46</b>
Day Care Center Family Record Form (sample)	
Child's Medical Record Form (sample)	
Report of Day Care Center Statistics (sample)	
Monthly Budget Form for Day Care Centers (sample)	
Day Care Center Registration Card for Waiting List (sample)	
Application Form for Day Care Center Personnel (sample)	
<b>Course Outline for Teacher Training Program</b>	<b>57</b>
Class Outline of Beginner's Training Course (sample)	
<b>List of Agencies which can give Help</b>	<b>60</b>
<b>Declaration of the Rights of the Child</b>	<b>61</b>

## F O R E W O R D

The American Joint Distribution Committee (JDC) is a voluntary welfare and relief organization which aids Jewish populations in many parts of the world. It provides both financial and technical assistance to local citizens' groups for the operation of medical, educational, and social services, according to the needs of the community.

Day care centers for pre-school children are seen by JDC as one of its most important welfare services in countries where large numbers of children lack the essentials for sound growth and development. In several countries of North Africa and the Middle East, therefore, JDC has assisted local groups to establish and carry on day care center programs which, beginning in 1951 with a few hundred children, now serve 6500 children between the ages of 3 and 6 years. In most instances the day care center, established by the partnership of the local Jewish committee and the JDC, was the first service of its kind in the country. Thus the day care specialists, whom JDC provided to assist the committees, were called upon to advise on (and sometimes to invent) design and construction of buildings and equipment, as well as to help establish the program. There were, within the countries, no resources for training of personnel for this specialized work and so the consultants had to conduct training programs for teachers and directors, as well as to supervise the day-by-day work of the newly trained personnel. The suggested standards and procedures set forth in this brochure have been drawn from this pioneering experience of the JDC consultants.

-----

This brochure has been prepared by the Department of Social Services of the American Joint Distribution Committee, Headquarters for Overseas Operations, Geneva, Switzerland.

Mary Palevsky	- USA, Director, Dept. of Social Services,	JDC Geneva
Dorothy H. Beers	- USA, Chief Consultant on Day Care,	JDC Geneva
Evelyn Peters	- USA, Day Care Consultant,	JDC Iran
*Ethel W. Kunkle	- USA, Day Care Consultant,	JDC Iran
Katya Roberts	- USA, Day Care Consultant,	JDC Tunisia
Minette Jee	- England, Day Care Consultant,	JDC Morocco
Mary Grist	- England, Day Care Consultant,	JDC Morocco
Emma Russenberger	- Switzerland,	
	Secretary, Dept. of Social Services,	JDC Geneva

Geneva, July 1962

---

\*now Professor of Child Development at University of Wisconsin-Milwaukee

## I. INTRODUCTION

In many countries today there is a wide gap between what parents want for their children and what they can provide for them. Poverty, disease, death, broken homes, ignorance, often prevent parents from giving their children what they need for healthy growth and development.

The United Nations General Assembly, on November 20, 1959, unanimously adopted and proclaimed a Declaration of the Rights of the Child\*, setting forth those rights and freedoms which, the international community has agreed, every child, without any exception whatsoever, should enjoy. This document stresses the child's need for moral and material security, for love and understanding, for adequate nutrition and medical services, and for the protection of family life whenever possible, especially in his early childhood.

This manual is addressed to the progressive citizens of your community who may be interested in doing something about this. You know, perhaps from experience with your own children, how important the early years of childhood are.

The period between birth and six years of age is the time when the foundations of health and character are established. The child grows and changes rapidly at this time, and how he grows will be largely determined by his environment.

There is no second chance at childhood. It comes and goes quickly. A child cannot wait until he is older for the things he needs now. He may not even live to receive what we want him to have if he is not given sufficient food or protection from disease when he needs it.

If a child's life experiences during these early years are crippling ones, we cannot make it up to him later on, for he has lost beyond recall the years of his life when he is most impressionable, when he can most benefit from learning, when he is most eager and ready to learn, when the foundations for his whole life are established.

If parents are unable to give the kind of care which will make a child grow into a healthy, happy, responsible adult, then the community has an obligation to provide that care.

Many communities have found a way to supplement the home care of children by organizing day care centers for the group care of children from three to six years of age. Day care centers are not a substitute to a child for a home and family, nor do they pretend to be. They help the family to take care of their child by providing him, for a few hours each day, with many essentials for good growth and development that may not be found in his home.

---

\*Full text in appendix.

## II. WHAT IS A DAY CARE CENTER?

A day care center is a place where pre-school children are given nutritious food, necessary medical care, an opportunity to learn, and an opportunity to play. It is a place where their mental as well as physical growth can be fostered. This is done by means of a staff with special training in the care and education of children of three to six years of age, and educational toys and equipment especially designed to meet the needs of these children.

### Typical Day In A Day Care Center

Let us take a look at a day care center in a country in the Middle East. This is a center for Jewish children, sponsored by a citizen's committee of local Jewish people who care about what is happening to the children of their community. Although in this center the children learn about their Jewish religion, the daily program is typical of that found in any good day care center in this region.

David is four years old. He lives with his father who is a peddler, his mother, his five sisters and brothers, in his grandmother's house. The day care center is near David's house, so his mother can bring him to school on her way to do the family marketing.

When David arrives at the door of the center, he is met by a teacher who greets him and sees if his hands, face, and clothes are clean and if he appears to be in good health. David quickly goes to the four-year-old classroom where he hangs his jacket on a hook, in his own special space, with his own name and an identifying picture on it. (David cannot read yet, but he can understand that the picture of the apple tells him that this is his place.)

Some of David's classmates are already in the schoolroom looking at picture books, building with blocks, playing with dolls. David greets his two teachers and just has time to put a puzzle together before his teacher announces that it is breakfast time. David washes his hands, puts on his kippa(1), says the morning prayer with his classmates, and then has a cup of milk and some bread. (At home David had only a cup of weak tea for breakfast.) The nurse comes in and looks at some children who have been absent and asks the teacher to send them to the clinic room in the afternoon to be seen by the doctor. She asks that David come too, because he has been recently vaccinated.

Now all the children may choose what they want to play, so David and two of his friends carefully make a house out of blocks. When he has almost finished the building, Sara comes to ask David to play "father" in the doll-corner. Soon David is sitting on the rug pretending to drink tea like father. After a while, he leaves the doll-corner to paint a large, colorful picture and then after helping clean up the room, David and his friends sit in front of the teacher's chair listening to her tell about a s'vivon(2) and what it means.

---

(1) Kippa = Skullcap  
(2) S'vivon = Spinning-top

David's teacher sings a song about a s'vivon and also teaches the children a new Hanukah(1) song in Hebrew.

Now it is time for outdoor play so David and his classmates go out to the large playyard and soon David is busy climbing and swinging and playing in the sandbox.

When David comes inside, his other teacher tells the children a Hanukah story and David has a turn to be Mattathias(2) when they act it out. After the children have washed their hands and combed their hair, David helps his teacher set the tables for lunch, and after the prayers are said, David and his friends sit down to a tasty hot meal. David eats and talks and listens, with the other children at his table. After lunch, David goes to the toilet and washes his hands and then returns to his classroom for a nap. He takes off his shoes, curls up in his blanket on a mat and is sound asleep after his busy morning.

When David wakes up, he has a glass of milk and a sandwich and then the teacher brings out the drum and some bells and David has a turn to dance and beat the drum. All the class sing a final song about going home; David puts on his jacket, takes his painting to show to his family, and there at the door of the school is his grandmother waiting to take him home. It has been a busy, happy day for David,- he can hardly wait till tomorrow.

#### What Can David's Day Care Center Give Him That His Own Family May Not?

##### An opportunity:

- To play with friends of his own age.
- To learn how to live in society.
- To use a variety of materials and equipment suited to his interests.
- To express his feelings and ideas through words and actions.
- To learn about his Jewish heritage.
- To have skilled adults supervising him and helping him learn.
- To eat foods that will help him to grow and develop well.
- To acquire personal habits of hygiene which will protect him from certain diseases and promote his health.
- To benefit from health, hygiene, and medical supervision.
- To be in a safe, clean, and comfortable environment during the day.
- To have a safe, happy, busy day.

#### What Pre-School Children Are Like

Each child in your day care center will be an individual, different from every other child. Yet, most three-, four-, and five-year olds have certain characteristics in common with other children of their age level.

- 
- (1) Hanukah = Jewish feast of lights  
(2) Mattathias = Name of the hero of Hanukah



This is a period when the child:

- Grows rapidly, physically and mentally.
- Seeks independence by doing things for himself and making some of his own small decisions.
- Gains confidence in the use of his body.
- Begins to enjoy the society of other children.
- Shows curiosity about people and the world around him.
- Expresses his feelings through words and actions.
- Experiments with objects around him.
- Seeks recognition as a person.
- Imitates adults and their work.
- Begins to develop self-control and a sense of discipline.
- Begins to have a sense of moral values.

#### How The Day Care Center Meets Children's Needs

##### Children need:

- Good health
- Protection from disease
- Good food
  
- Bodily exercise
  
- Rest
  
- Companions and friends
  
- Intellectual stimulation
  
- Some independence
  
- Love and security
  
- Creative experiences

##### A center provides:

- Health and medical program
- Supervision by doctors and nurses
- Up to 75% of a child's daily food requirements in a hot lunch, plus morning and afternoon snack.
- Opportunity each day indoors and out for active play with equipment that is especially designed to develop the child's body.
- A balance between quiet and active play. A time to rest each day.
- An opportunity to play with other children of similar ages and interests.
- An opportunity to learn about the world through pictures, stories, personal contacts, songs, educational toys under the guidance of trained teachers.
- An opportunity for a child to help himself and to make some decisions for his own behavior.
- Teachers who love children and who are trained to know how to give a child the recognition and sense of individual worth which he needs.
- The proper equipment and the freedom for a child to express his feelings and ideas through creative activities like art and block building; through language and music experiences.

- Social behavior
- Protection from hazards to health and safety
- An experience in living in a group, under the guidance of trained teachers who know how to help a child to develop self-control and to give up some of his individual freedom for the greater good of the group.
- Responsible and capable trained teachers who see to it that children are protected from danger and that their needs for rest, exercise, good nutrition, and safe behavior are being met.

### III. HOW TO GET A DAY CARE CENTER FOR YOUR COMMUNITY

Any group of citizens who are concerned about the health and welfare of the children in their community can form a committee to start a day care center. Sometimes such a committee can bring to the attention of the government the need for this service, and it may be that the government will start such a program under the auspices of one of the appropriate ministries, - education, health, or welfare.

If the government is not able to do this, a citizens' committee, which is willing to take responsibility for financing and operating a day care center, can start one. In most countries a citizen's committee has to be registered with the government, and it is best to find out first what the government regulations for committees are. The government will want to know the committee's purpose; what kind of service it wants to offer and why; whether this service is to be a charitable undertaking, or whether the committee expects to make money from it; whether the committee is a responsible group of people who can be counted on to operate a good program which will really help the community. The government will want to know who the committee members are.

Providing a service for young children is a serious responsibility. If the program is not a good one, or if the building is not safe, or if the personnel are irresponsible, the children can be harmed rather than helped by going to the day care center. A day care center, to be of help to the children, has to be more than just a place to keep children off the streets. It has to have a program which gives the children those things they need for healthy growth.

If you are thinking of forming a committee to start a day care center, you will first need to know what is required to establish and to operate such a program. The advice of an expert on day care programs is needed for this; a list of possible agencies and organizations to which you might look for such expert help is included in the appendix.

This booklet has been prepared to give you some idea of the things you will need to think about before starting a day care center. If you already have a center in operation, this booklet can serve as a guide to help you see how well your program is meeting the children's needs. It cannot be a substitute for an expert's assistance.

PS001612

### What You Need To Have To Start A Day Care Program

- A committee of responsible citizens who will give time and interest and who will give or find money for the operation of the service.
- A budget which includes all expenses for operation of the program, as well as a realistic estimate of income.
- Policies for admission of children, for employment of staff.
- A building which is safe, has space for classrooms, kitchen and food preparation rooms, food storage, toilet and hand-washing facilities, offices, storeroom, and a garden or outdoor play space.
- Equipment suitable for the purpose, such as small tables and chairs, kitchen and clinic equipment, beds or mats for resting, toys and outdoor playground equipment.
- A program which includes education, food, and medical and health care.
- A staff of teachers, nurse, doctor, and a director who are especially trained to plan and carry out this program.

### Committee Organization And Operation: Finances, Policies, Staffing, etc.

One way to find out how to organize a committee or how a committee works is to talk to other community people who serve on committees, and to visit committees in operation and observe their work. Your government may be able to help you, also.

A committee needs to have rules for its operation covering election of officers, responsibilities of members, meeting days, etc. Every committee needs a president or chairman. An efficient method of working is to assign to one member or to small groups of committee members the responsibility for certain phases of the work (budget, clothing, personnel). These people always report back to the entire group of members for approval and for new decisions regarding their work.

#### Finances

When a committee undertakes to operate a day care center it must have a responsible plan for financing the program. A budget must be worked out to include all aspects of operation, such as building, equipment, supplies, salaries. A realistic on-going plan for fund-raising must be established to cover not only the initial but the operating expenses as well.

The committee must administer the funds and keep careful records of income and expenditures to insure wise spending of money and to make plans for the future.

### Admission policies

Policies for admission of children have to be established by the committee. If the day care center will not be large enough to accept all of the children whose parents want this service, the committee will have to decide which children they want to serve and then establish some categories of priority so that admissions can be made on an objective basis. For example, the committee may decide on priorities as follows:

1. Children of homes with lowest incomes.
2. Children with only one parent.
3. Children of working mothers, etc.

These might be put in a different order of priority according to needs of the community.

In communities where there is a qualified social worker, her services may be used for screening the applicants for admission on the basis of the policies established by the committee.

Where a social worker is not available, the committee usually takes over this task of interviewing for admission of children. In some situations when the center is well established, or if the center is able to accommodate all children applying, the committee may delegate this responsibility to the director, but whenever there is need to discriminate among applicants, the committee must take final responsibility for the choice.

The committee must also work out a plan, in cooperation with their center director, for the actual arrival of the children at the center.

It is the responsibility of the committee to decide if fees will be charged for care and, if so, the committee will have to establish the basis for fees and the method of collection. The director or her assistant or a committee member may collect the fees, but decision as to how much each family should pay must be made by the committee.

### Personnel policies and salary scales

It is the responsibility of the committee to establish a set of personnel practices and a salary scale in order:

- To provide a fair and objective way of handling staff problems and relating to staff members.
- To provide staff members with a guide to the duties and the benefits of their jobs.
- To insure the welfare of the staff so that they will be satisfied with their jobs and content to stay in them.

Such policies should cover educational qualifications, job definitions, hours of work, duties, annual leave, sick leave, maternity leave, holidays, leaves of absence, conditions for resignation or termination of service, health insurance, pension plan or social security, and a salary scale and plan for increments. If the government has established

regulations concerning labor practices, these must be adhered to, but they are usually minimal and general and not specific for a day care program.

### Staffing

The committee must first hire a director for the center and initially they may also hire all other staff members. After the director is engaged, the committee makes final decisions as to the hiring or release of other staff members upon the recommendation and with the advice of the director of the center.

### Public relations

Day care may be a new and unfamiliar concept in your community. Because of its unfamiliarity, community members will be curious about what the center is and the services it offers. Day care committee members are fortunate in that they are operating a service which is highly visible and which appeals to the natural interest adults have in young children. A center should always operate in such a way that a community can be proud of it. The committee should take opportunities to show the center to other members of the community and to explain its function and its value. Committee members will want to take visitors through the center and to invite guests to school celebrations. This must, of course, be done with the knowledge and cooperation of the school director who will know how to arrange things in such a way that the children will not be exploited or disturbed.

## IV. STANDARDS (RULES OF OPERATION) FOR DAY CARE CENTERS

In order that a day care center may have value for children and the community, you must make sure that it has certain rules of operation which insure that the needs of the children will at all times be met.

Conditions and customs vary from one community and one country to another, but the basic needs and rights of children are the same everywhere, as the U.N. Children's Declaration has so well stated. The rules for operation of a day care center, suggested here, have been established as the result of experience in meeting children's needs through this type of program in many different countries. For some communities they might be considered as minimal, and for others as maximum, but if followed they do provide good care for the children.

### Children To Be Admitted

A child should have reached the age of three years and be not older than six years of age to be accepted for the type of day care center program described in this booklet. In some countries, day care services for children under three years of age as well as for school-age children in their after-school hours will be found, but for each age-group a different type of program and staff is required. The program detailed here is specifically planned for the developmental level of children between three and six years of age.

A child must have passed a physical examination which shows him to be in good health and free from mental and physical handicaps. Children with serious handicaps may be harmed rather than helped by attending the center. For example, mentally retarded children need much special attention and a special training program. Otherwise they become unhappy and frustrated trying to keep up with youngsters their age who are of normal mental development. Most children with serious physical handicaps need special attention and special equipment which a day care center does not have, because it is organized and equipped for a child who is physically competent.

Children should be accepted for regular attendance only. The child cannot benefit from the program if he attends irregularly. He must not only attend every day (except when he is sick),- but he must be there during all of the hours the center is open (exceptions to this may be made for very young children during the time they are getting adjusted to the program).

The number of children to be enrolled in the center should be determined in accordance with the amount of space available, according to the following requirements:

- Children should be separated into class groups according to age (i.e. 3's, 4's, 5's).
- Each group of children needs one classroom entirely at their disposal.
- The maximum number of children to accept for one class is fifty (fewer for three-year olds).
- A maximum of six classes per center is recommended (although under certain conditions - if sufficient classrooms, outdoor space, and staff are available - a larger number can be managed).

The figure of 50 children per class is the maximum to be enrolled. Some children will of course be absent due to illness; a normal rate of attendance is 85-90% of enrollment. If the attendance figure is constantly lower than this, there is something wrong:- the health program may not be adequately protecting children from illness; or the center may be too far from the homes of the children; or the children may refuse to attend (in which case it is apparent that the staff are not making the center a happy place for children). When attendance is too low, the committee and the director or social worker should find out why and then should act upon the findings. Children who do not come to the center over a long period of time should be dropped from the enrollment list in order to make room for children who will come regularly enough to benefit from the service.

Premises Of The Day Care Center: Location, Design, Facilities, etc.

The building or space in which the day care center is located is not as important as what goes on inside of it; good programs can be found in makeshift quarters or poor programs can be found in luxurious, modern buildings, depending on whether the staff know their jobs or not. The quarters need not be luxurious, but they must have certain conditions of

space and facilities necessary for the comfort and safety of groups of very young children. Following are some of the criteria:

The premises should be within walking distance of the children's homes

- Young children are usually brought to school by adults. Busy adults are more likely to take their children each day if the center is in their own neighborhood. Sometimes older brothers and sisters accompany the young ones on the way to their own school, which is usually near their home.
- It is comforting to a young child that his "school" is in his own neighborhood among familiar surroundings.
- The center can have an influence on the whole community when it is located in the area where the children and their families live; parents and other community people can see it, watch the children, and visit often.
- Long trips by bus or other transportation are fatiguing for young children and increase exposure to contagious or infectious illness. If parents do not accompany children on the bus, the important contact between the home and the center is lost.

Day care centers are best located in a separate building

- The program for a day care center requires a different time schedule and different arrangement and use of space from that of a school or a club or any other type of service. Therefore the organization of a suitable program for pre-school children is difficult when a center has to share kitchens, toilets, hallways, offices, with a program for school-age children, or other groups.
- The noise and commotion resulting from several groups using one building is disturbing to young children; and conversely the noise and activity which is normal and even essential for pre-school children is very disturbing to the older groups.

The building should be built in the style and structure of the local culture

- The style and structure of the local buildings are best adapted to the climate, way of living, etc. and present fewer problems of use than do styles of buildings copied from other cultures.
- The transition from home to the day care center is more comfortable for a child when he goes into a building much like all the other buildings he has known.
- It is less expensive to use local rather than imported materials.

The premises must be of adequate size for the number of children using them

- There must be one separate classroom for each group of fifty (or fewer) children.
- Classrooms must have space for children to move about and to play actively. Young children cannot sit still for long periods of time.

- There must be space for enough tables and chairs so that all children can sit down at the same time, and space for the necessary educational equipment.
- Space for storage of equipment and supplies is needed.
- There must be space either in the classroom or the halls for children to hang coats and hats.
- The minimum space requirement for each classroom for 50 (or fewer) children is 36 square meters, and a larger space is desirable.

The premises must have adequate sanitary facilities

- There should be potable water available.
- Safe and sanitary drainage system should exist.
- One child-sized toilet bowl for each 10-15 children should be provided. (Some urinals may be provided for boys.)
- One wash bowl and faucet should be provided for each 10-15 children.
- Toilets should be located so as to open to outside light and air and should also have fixtures for artificial light. Doors should close well and windows should be screened.
- Toilet floors should be constructed of impervious material.
- The walls should be oil-painted or tiled to a height of one and a half meters.
- Toilets should be located away from the kitchens.
- Toilet and washing facilities must be located close to the children's classrooms. In large centers it is preferable to have several small installations, in different parts of the building, rather than one large central installation.
- Separate toilet and washing facilities must be provided for staff.

The building must be safe

Pre-school children require surroundings which protect them from danger. They have not yet developed judgment as to what is safe and what is dangerous, and it is therefore up to the adults responsible for their care to see to it that there are no possibilities for them to be hurt.

- It is preferable that all rooms used by children be on the ground level.
- When necessary to use the first floor for children's rooms, special precautions must be taken, i.e.:
  - Low stairways or ramps with child-height bannisters should be provided.
  - There should be screening or bars of a type that children cannot climb on, or through, to protect first floor windows, galleries, terraces, open stairways.
- The building should be constructed with fire-proof materials when possible.
- There must be provision for fire control, such as fire extinguishers.



- Doors should open out from classrooms.
- There must be protective screening around any heating apparatus, and some protection around electric outlets.
- The building structure should be inspected periodically by a building engineer or architect who can judge its safety for active use by groups of children.
- In addition to these special precautions necessary where young children are concerned, all local building regulations must be observed.

The building must be comfortable

- It should be adequately heated, ventilated, and illuminated. Rooms used by children must have an even temperature - free from drafts or overheating.
- In cold weather, heat should be provided so that classrooms are warm enough to enable children to remove their outer wraps.
- In hot weather, there should be blinds on windows to shield the children from the glare and heat of the sun.
- All classrooms must have fresh air - preferably from windows and doors opening directly on the out-of-doors.
- Classrooms should have natural light as well as artificial illumination to be used when necessary.
- Walls of classrooms should be oil-painted, at least to a height of one and a half meters, and light colors which are cheerful and attractive to children should be used.

The premises must have outdoor play space

- The playground should be immediately adjacent to the building.
- It should be adequate in size for the active play of the number of children in the center. (In a large center the program can be arranged so that different classes can use the playground in rotation.)
- It should have a drainable surface so it can be used after snow or rain.
- It should have areas exposed to sun as well as areas protected from sun.
- It should be enclosed with a wall or fence high enough that children cannot climb over, and should have at least one exit to the street.
- There should be a soft surface (sand, grass, or stuffed mattresses) under all climbing equipment.

The building should have adequate kitchen facilities

It is desirable to locate the kitchens on the ground floor, accessible to outside entrances, with convenient storage facilities, and not adjacent to the toilets. Adequate kitchen facilities require:

- A total area of about 30 square meters in order to prepare food for 150 to 200 children (more space in proportion for a larger number).

- Arrangements for ventilation above cooking units.
- Windows for daylight and fixture for artificial light.
- Potable running water and suitable drainage.
- Oil-paint on walls up to at least one and a half meters.
- Screening for windows.
- Several individual kitchen areas. These are:
  - For receiving, checking, and storing foodstuffs and supplies.
  - For preliminary preparation of foods, such as washing, peeling, and cutting vegetables, meat or fruit.
  - For food preparation, such as cooking, cutting bread, making salads, and preparing desserts.
  - Milk preparation.
  - Washing of dishes, pots, and utensils.
  - Disposal of garbage.
- Storage areas for equipment used in cooking, serving and dining.
- Suitable equipment and material for preliminary preparation, food preparation and food serving.
- Food refrigeration equipment.

The building needs other space too

- For the adults:
  - A director's office
  - A room where teachers can rest
  - Sanitary facilities for adults
  - Space for adults to hang coats.
- For the medical program:
  - A clinic room with running water, if medical examinations are done in the center.
  - A place to keep first-aid supplies.
  - A place to temporarily put a child who becomes ill during the day.
- For parents:
  - A place where they can wait to see the director or teacher or committee member.
  - A place, if possible, where parents meetings can be held.

The building should maintain a high level of sanitation

The building must always be in a sanitary condition. When young children are brought together in groups, there is a certain risk of infection, and lack of building sanitation is a major contributing cause. Walls and furniture should be washable. Special attention must be given to the kitchen, the toilets, and the classrooms to see that they are always clean. Garbage and refuse disposal must be done in a sanitary fashion. Fly and other insect control is essential.

To maintain a sanitary building requires an adequate number of maintenance personnel, with well defined jobs and the proper equipment with which to work.

## Equipment

The equipment in your building is as important as the building itself. Permanent fixtures such as kitchen, toileting, bathing, washing facilities must be of the right size and type for the purpose - taking into consideration that they must serve, not a family, but large numbers of children.

The type of furniture (tables, chairs, beds or mats for sleeping) provided for the children has a far-reaching effect on their physical development - it can affect their posture, and the degree of fatigue they suffer.

The educational equipment is the tool of the teacher - it is the means by which she provides educational and social experiences for the children.

A suggested list of equipment will be found in the appendix. Not all of these articles will be found, nor will they be needed, in every community. Many of these things can be made to order locally, or are already being manufactured locally.

Some criteria for selection and use of equipment for day care centers follow:

- Children's furniture and educational toys must be suitable to ages of children using them:
  - Child-sized furniture for correct posture and comfort.
  - Toys and educational supplies which correspond to the abilities and the interests of the children.
- Equipment should be safe:
  - It should always be in good repair.
  - There should be no protruding or sharp edges.
  - Toys should not be painted with lead-content paint.
  - There should be no splinters or protruding nails.
- Equipment should be durable:
  - Large numbers of children will be using it.
  - Fragile equipment which breaks easily is dangerous and may cause accidents.
  - Equipment which breaks easily discourages the children from learning how to take care of it.
- Educational equipment must be in adequate supply:
  - Children need to be occupied, and when there is not enough equipment they become restless and sometimes quarrelsome and destructive.
  - When there is not enough equipment, children are deprived of the chance to play together and to learn social behavior.

Educational equipment should be largely of the type which several children can use at the same time, i.e. blocks, doll-corner, clay, paints, large climbing apparatus, are preferable to 1 tricycle, 1 expensive mechanical toy, 1 expensive doll, or table games which only one or two children can use at the same time.

Children prefer materials with which they can create or imagine something, such as blocks, clay, paints, crayons, small cubes, doll-corners.

### Program

The program of a day care center must be based on both the needs and the abilities of pre-school children. It includes educational, health, and welfare services.

There should be time provided in the program every day so that the children have:

- Free supervised play outdoors
- Free supervised play indoors
- Music experiences
- Creative art experiences
- Dramatic play experiences
- Routines:
  - Washing
  - Eating
  - Toileting
  - Resting
- Health and medical supervision (bathing and haircuts may be included when indicated).
- Religious education can be, if desired, an integral part of the daily program on the level of a pre-school child's understanding.

The daily time schedule should be planned in such a way that there is a good balance between quiet and active experiences. Parent education is also a part of the day care center program; this takes place through daily contacts and special meetings for parents.

### Educational program

Play is a way of learning for the pre-school child. It develops a child's mind and body. Contrary to what most adults think, the child is not wasting his time when he plays - he is learning. What the pre-school child learns through play, he learns more surely and remembers longer than anything he gets by sitting still for long periods of time and listening to a teacher.

Many adults think that a child is only "learning" something if he is learning to read and write. Actually, forcing a child to read and write before he is ready can do him much harm. Reading and writing demands that the eye, the ear, the nervous system and the brain be sufficiently mature so that what they receive can be sorted out, understood, and remembered. This comes about by a process of physical maturation, and a healthy child, doing what a healthy child should be doing, grows normally into these capacities. Pushing the child does not change the speed of this growth; this maturation occurs only at about six years of age - and not at three or four and rarely even at five.

Play for the pre-school child has the same meaning as work or study for the adult. It is his major business in life. When properly supervised and guided, the child's play provides him with all of the learning opportunities appropriate to his age. The educational program of the day care center is therefore based on play.

What can a child learn from play?

When he builds with blocks:

- He learns to use his imagination to create something from his own thinking.
- He has the satisfaction of being able to make something.
- He learns about sizes and shapes, weights and balances, height and depth, smoothness and roughness.
- He is exercising his body.

When he paints a picture:

- He learns about colors and how he can mix them and use them.
- He learns to use his imagination and transfer his ideas to paper.
- He gets emotional satisfaction from being able to express himself.
- He learns how to use fine muscle coordination to handle a brush.

When he plays in the doll-corner:

- He learns what the roles of mothers and fathers and children are.
- He understands what it feels like to play at being somebody other than himself.
- He learns to use his imagination.
- He learns to cooperate with other children.

When he makes a Hanuka gift out of paper and paste:

- He learns about doing things for others.
- He learns the symbols of Hanukah.
- He learns how to use materials like scissors and paste.
- He learns how to use his imagination to make the kind of present he has in mind.
- He learns about shapes, sizes, colors.

When he climbs on the climbing ladder:

- He learns how to use his body effectively.
- He experiences joy in achieving a skill.
- He has the fun and relaxation to be found in bodily movement.
- He learns the limitations of his body.
- He learns safety and caution.
- He learns to take turns and to share a piece of equipment.
- He learns how to use his imagination and find new ways of using the ladder.

These are some of the things children learn from play. They need good equipment and materials for play, and skilled teachers to guide them.

In order to give children the necessary wide variety of learning experiences, the daily schedule has to provide both indoor and outdoor play, with appropriate equipment for each.

#### Indoor play

Here a child uses the creative art materials and the educational toys especially designed to promote certain aspects of his physical and mental development. The arrangement of these toys, their accessibility to the children, and the space available for their use has much to do with how the children use and benefit from them. Within the classrooms one must find order but not regimentation, freedom but not license. It is the skill of the teacher which provides this setting as well as the emotional climate of friendliness, guidance and interest necessary to promote the child's learning opportunities.

#### Outdoor play

All children must play freely outdoors for a part of each school day. Children must have vigorous bodily activity to grow and develop properly. When children are confined for long periods of time they become either overly active and restless or passive and listless. It is a law of nature that their bodies crave movement and change.

Outdoor play offers learning experiences to a young child as surely as do indoor activities, but children cannot be turned out onto an empty playground with the instruction to "go and play". When this happens they will be reduced to jostling with each other, aimlessly running around, or sitting about listlessly waiting to go back inside.

Equipment designed to promote bodily exercise is needed for the playground. Here, as in the classroom, the role of the teacher is of primary importance. She has to know where to place the equipment, how to safeguard the children from accidents when using it, and how to help the children to make best use of it. Many adults are fearful when they think of small children climbing up a ladder or using a swing. But if the equipment is the right size for a child, if it is solidly and safely constructed, and if the teacher supervises the children while using it, there is no danger. Children are more apt to get hurt when they are bored and restless and seek outlet for their natural energy by climbing up the drainpipe (which was not constructed for climbing) or throwing stones or hitting each other. The right equipment prevents this.

If, unfortunately, the playground does not have equipment, the teacher must lead the children in games and activities which will induce them to run and to move freely, and which will keep them interested.

#### Language, stories, music

In the day care center the children very easily develop their vocabulary through listening to stories, singing songs and talking with

other children and the teacher. Through these media they also acquire an ever-increasing knowledge about the world.

### Routines

The day care center offers an especially fine opportunity to give a child some basic habit training. Eating, sleeping, washing, toileting, putting on coats and hats, combing hair, cleaning up the classroom helping to serve the meal - all of these activities give the child a chance to learn how to take care of himself properly. Because the child is doing those things as a member of a group of children, he can watch how others do it and can learn by imitation. He wants to be like the others, and he also wants to please the teacher, so it is very easy to teach the child the right way to do these things when he is in the day care center. It is the teacher, of course, who guides the children, suggests the right way, helps them to help themselves, and praises them when they do it right. The teacher knows their abilities and is careful not to discourage or shame them by demanding more than they can do.

### Health and medical services

A day care center should help to protect children from certain diseases and should promote their health and well-being. This requires preventive and promotive services.

If a center does not provide for health and medical services there is great danger that epidemics will occur because of the close daily contact of numbers of children. One sick child can infect hundreds of children, each of whom in turn can infect his family. In addition, illness will prevent many children from attending the center regularly, and still other children may not be profiting from the program because they will not have the energy or vigor or alertness to learn.

A health program for a day care center should offer:

a) For the children:

- A medical examination should be given before admission to determine the general state of health, contagious diseases, mental and physical handicaps, and other conditions which may need to be corrected. A child with a contagious disease is not admitted until cured. A child who is mentally handicapped requires special services which are not always available in a day care center, and a child who is physically handicapped may be admitted to a day care center depending on the type of handicap, the individual needs of the child, and the possibilities of the center to meet these needs.
- A medical examination should be carried out annually.
- Immunization and vaccination should be carried out as required by legislation and others as medically recommended. These consist of smallpox, diphtheria, tetanus, pertussis, poliomyelitis, typhoid, paratyphoid, and BCG.
- Certain treatments can be given in the center, such as treatment for trachoma, ringworm of the scalp, parasitosis.

- A medical certificate is required after absence for illness.
- Weight and height should be checked every three months.
- First-aid care should be available as required.
- Daily health and hygiene inspection should be carried out by a teacher or nurse who is trained in the procedure.
- Showers, baths, haircuts may be necessary in some countries where the families lack suitable facilities or resources.

b) For the staff:

- All employees - teachers, kitchen workers, maintenance staff - should be examined before employment and annually. The main purpose of these medical examinations is to prevent persons affected with certain diseases from being in contact with the children and with food preparation and distribution. The medical examination should consist of a general physical examination, X-ray examination to detect tuberculosis, skin examination, serological examination of the blood, stool examinations for parasites, and to detect carriers of typhoid and paratyphoid.

c) Physical environment:

- There should be a daily inspection of all the premises and facilities for cleanliness, order, and safety.

d) Parent education:

- The staff of the day care center should take the opportunity to give information to parents on health and personal hygiene habits, child growth and development, food preparation, immunization, home treatment for certain diseases, such as pediculosis, etc.

e) Personnel needed for the health and medical program:

- The part-time services of a physician to direct and administer the health, medical, and hygiene program; to make medical referrals when necessary; to supervise the administration of certain treatments which can be carried out in the day care center; to consult with staff members concerning sanitation, hygiene, feeding; to participate in parent education, etc.
- The part-time or full-time services of a nurse to administer treatments medically recommended, which can be carried out in a day care center; to give first-aid when necessary; to keep health records of the children, to control height and weight periodically; to participate in hygiene and health inspection of the children; to advise on sanitation and hygiene.

Feeding program

Many children in your day care center will be coming from homes where poverty or ignorance deprive them of the proper kinds of food in the amounts that growing children need.

The children in a day care center should receive hygienically prepared food which will contribute to good growth and development.



Suitable food during the periods of growth has a lasting effect on the child's health, development, and his ability to learn. The feeding program in the day care center usually provides about 75% of the food required for the growing child.

### Menus

The meals in a day care center consist of:

- Breakfast - a milk drink and bread
- A hot cooked meal at noon
- An afternoon snack - a milk drink and bread.

Menus should be developed which are nutritious, suitable for young children and take into account the availability of foods in season, the eating customs of the country, and the budget. It takes expert knowledge of nutrition to devise proper menus and to provide best nutrition for lowest cost. (See appendix for agencies in your country which can give you help.)

### Food preparation

The food must be well and tastefully prepared, under hygienic conditions, and served hot.

Hygiene in the kitchen is of special importance because of danger of illness and even death from eating contaminated foods. The way in which food is prepared, the place in which it is stored, the cleanliness and the health of the people handling the food, all have a bearing on the safety of the food.

Kitchen employees should be taught how to carry out their jobs. This requires continual in-service training programs and close daily supervision from the director or kitchen manager, and general supervision from the doctor and nurse.

### Food service

Although most of the children in your centers may be really hungry children, who have never had enough to eat, the way in which food is served makes a difference in the child's desire to eat it and in the benefit he gets from it.

All children everywhere are creatures of habit and resist new, strange foods. But this does not mean that new foods should not be served. The child from a deprived home will have had such a limited diet that he will wary of almost all foods; therefore the day care center must introduce him to the new foods which his health requires. There are ways to do this, which the director and the teacher should know:

- Letting each group of children eat in their own classroom, at small tables, quietly in a home-like atmosphere. (Young children become confused and frightened when they are forced to be with a large number of children.)

- Serving meals on time so that children do not get too tired waiting to be served. This requires sufficient personnel for the kitchen and for bringing food to classrooms.
- Serving food that is attractive to look at and tastes good.
- Serving hot food while it is hot. This requires covered receptacles for bringing food from the kitchen.
- Providing attractive dishes to eat out of and cups that are light and easy to handle for drinking milk.
- Giving very small servings of new food until the child gets used to it.
- Encouraging and sometimes helping the child to try the food, but never forcing him to eat anything.
- Making the mealtime atmosphere pleasant - no threats, no punishments, no bribing, no scolding from the adults. Letting the children talk to each other or to their teacher while at table.
- Having the teachers always in the room during mealtime helping with food service, encouraging and helping the children and, if possible, eating with them.

Children learn eating habits from the people around them. If the people around them enjoy food, try new foods, use good table manners, the children will quickly take on these habits.

### Home-school relations, parent education, and social service

#### Parent-teacher relationship

Up to the time a child attends a day care center, his parents are the most important people in the world. It is a big step for a young child to leave the familiar confines of his home to enter a new environment where he finds strange adults as well as many other children. This step can be made easier if the child feels that his parents and the people in the day care center are friends.

The day-to-day meetings between teachers and parents, which occur as the children are brought and taken home, are a most effective means of fostering a good relationship between home and school. This of course requires that teachers have a sympathetic, friendly, understanding attitude toward parents and that they use the daily contact as an occasion for exchanging information about the child. The teacher and the director can also use these casual contacts to suggest to the parents ways of handling the child, and to explain the reasons behind some of the things that go on in the day care center.

#### Parent education

Parents are naturally interested in their children; a day care center can take advantage of this interest and use it as a basis to educate parents toward better care for their youngsters. Even though many of the parents may not have had much basic education, they, as well as the children, can be influenced by the contacts with staff and program of the day care center.

Meetings for groups of parents should be arranged periodically in order to discuss topics of general interest to the parents. Some appropriate topics are:

- Menus and food preparation for children
- Health and hygiene practices they can use in their daily lives
- Facts of child growth and development
- Value of a day care program and what it offers to a child.

Parents will be interested, accepting, and cooperative if they feel that the staff welcomes them as eagerly as they do their children and that they are always sympathetic and understanding of the problems they, the parents, may have.

### Social service

Because day care centers are usually established to provide adequate care for children whose parents are unable to give it, problems of family life will be found in the homes of these children. Poverty, illness, unemployment, emotional disturbance, mental retardation, inadequate housing, overcrowded living conditions, separation or divorce, are some of the problems which prevent the family from giving the child the kind of care he needs.

The child in the day care center is a member of his family group even though he spends several hours a day away from them, and so the problems of the family influence his behavior and his attitudes. Sometimes the program of the day care center cannot help the child unless some of the problems in his home are resolved.

It takes special training and skill to help families with their problems. Many day care centers have found that having a trained social worker on the staff, to work with families, is the most effective means of giving them the help they need. When the family is helped to solve some of its problems, the child benefits even more from the day care center.

### Religious education

No matter what their faith, children need to learn about their religious heritage. The parents are of course the first to introduce the child to his religion, and many parents want their children's education to take place in a religious environment. The day care center can, and in many places does, integrate religious education into the normal program.

In a day care center religion is presented to a child as a natural part of his daily living; the observances and the spirit in which they are conveyed become a meaningful and well-remembered part of a child's early life experiences. Though children may come to the day care center after having seen and participated in many religious ceremonies, parents often do not have the knowledge or time to answer the whys, whats, hows, and whos basic to the religion.

Children of the Jewish faith may come to the day care center with questions such as these:

- Why must I wear a kippa?
- Who was Moses?
- What are the Ten Commandments?
- How do we celebrate Purim?(1)

Questions like these can be answered in a Jewish day care center during the course of the daily program, much of which is organized around the Jewish day, the Jewish week, the Jewish year. This material is integrated within and permeates the entire program.

A day care center program gives a pre-school child some basic knowledge of Jewish religion by teaching him to:

- Learn and observe simple daily prayers and benedictions.
- Participate in the preparation for the observance of the Kabbalat Shabbat.(2)
- Participate in the preparation for the observance of holidays and ceremonies throughout the Jewish year.
- Learn simple Hebrew songs and singing games.
- Learn a simple Hebrew vocabulary and Hebrew phrases connected with routine activities and religious celebrations.

Jewish experiences in a day care center serve as a meaningful link between a child's home and his school; it helps to make the child more comfortable in the day care center when he hears familiar Hebrew phrases and sees familiar observances which he has already seen and heard in his home among his family.

A similar approach to religious education can be applied to other faiths. The pleasant surroundings and the skilled and understanding teachers of the day care center make his first formal contact with religious education a pleasant and happy one.

## V. STAFF

### Professional Staff: Qualifications & Responsibilities

Although a good building and equipment are important for a day care center, even more important are the people who take care of the children. It is the teachers and the director who will safeguard the children, plan and carry out the program, handle day-by-day problems and emergencies, and make the experience either a good or a bad one for the children.

The staff of a day care center has to have special personal qualifications and special knowledge in order to carry out this program. Training for the work is essential; good will and love for children are most important but they are not a substitute for the knowledge needed to educate,

---

(1) Purim = Name of Jewish holiday  
(2) Kabbalat Shabbat = Welcoming of Shabbat

care for, and safeguard groups of pre-school children. You will need staff as follows:

- There should be two teachers to every class of children (fifty children maximum).
- A day care center of two or more classrooms needs a director in addition to the teaching staff (i.e. three classes require six teachers and one director).
- A day care center of four or five classes needs one director, and one assistant director, or alternatively a director and a kitchen manager (if there is a feeding program) in addition to teachers.
- A day care center of 6 or more classes needs one director, one assistant director, plus one kitchen manager (if there is a feeding program) in addition to teachers.

It should be noted that the recommendation with respect to two teachers per class of children pertains even when the number of children is less than fifty. Pre-school children need much individual attention, and it is impossible for a teacher to adequately supervise a large group of children at the same time that she is fully occupied with one crying child who needs her help.

#### The director

The director is the most important person in your day care organization. When many people work together in a program there must be one person to whom all are responsible and who makes final decisions. If there is no such person each staff member will make his own decisions; among twenty staff members there may be twenty different opinions. This creates confusion, conflict, and eventually neglect of duties.

It is the director's ability to organize and administer all the different aspects of the service that determines the benefit the children have from their day care experience.

What kind of a person should direct a day care center?

- A mature person  
A person who instills confidence and respect in people and who is stable and dependable in her work. The director should be older in years and experience than the staff she supervises. Suggested age-range: 25 - 50 years.
- An intelligent person  
A person capable of making wise decisions and seeing that they are carried out. The director must have sufficient basic education to be able to complete successfully a training course for this work.
- A well-organized person  
Someone who can plan her own work and that of the staff, who can delegate responsibility, and who can handle many problems simultaneously without becoming confused or nervous.

- A person who has respect for people  
A person who respects all people regardless of status and who shows her appreciation of their efforts. Someone who knows how to encourage staff to present their ideas and opinions and knows how to make use of these ideas in the program. Someone who is sympathetic to parents and who is genuinely interested in their problems.
- A person who is understanding of children and childhood  
Someone who believes that the care and education of young children are of utmost importance and who finds pleasure and satisfaction in this work.
- A person who has a pleasing personality  
Someone who likes people and is liked by them and who is friendly but dignified in her behavior.

What is the job of the director?

Directing and administering a day care center is not like running a household - it is more like running a business. To run a business well, one has to be trained by someone who knows the job and its demands. A director of a day care center needs to be thoroughly prepared for her work. This requires that she have both theoretical and practical training in all parts of her job before she takes up her duties. These duties are varied and involve knowledge of many different types of work as well as contacts with many different types of people. The director's duties require her:

- To be responsible to the committee  
The director must understand her relationship to the committee. She is responsible for carrying out the committee's policies, and she must also bring to its attention the needs of the children and the program so as to aid the committee in making new policies and formulating future plans. She must make recommendations as to the number and kind of staff needed and their qualifications; she must interview applicants for jobs and help the committee make decisions for employment and termination. She must assist the committee in planning its budget.

- To organize all aspects of the program  
There are many activities taking place in a day care center - all at the same time; an educational program, feeding program, medical program, welfare program. All of these services must function smoothly in relation to each other. The director must understand the principles underlying each of these services, and although she may not herself take active part in all of them, she must know what the work involves well enough to take the practical steps necessary to keep them operating effectively.

For example, the director has certain responsibilities for the feeding program. Generally these are: planning menus, purchasing foodstuffs and supplies, developing work schedules for employees, supervising employees, doing a morning inspection of employees.

In a day care center where a manager of the feeding program is employed, the director will delegate to her many of these responsibilities, but the kitchen manager will be responsible to the director and they will at all times work closely together. It is the director, with her overall knowledge of the total program, who must plan the time schedules which will assure that the food service is ready for the children at the proper

point in the daily schedule, and that the teachers have the children ready for the meal at the same time.

The director must also keep records (see appendix) and know how to make use of them.

- To supervise the program and personnel

Many people with different jobs work together in a day care center (i.e. teachers, nurse, cooks, janitors, etc.). The way in which they perform and how well they work together will depend on the ability of the director. She must be able to train her staff to work according to good rules of operation, and she must provide the tools as well as the proper atmosphere for their work.

She must meet periodically with her staff, individually and in groups, to discuss plans and problems and to provide opportunities for them to share information. She must find ways to use the ideas she gains from the staff.

- To evaluate the program

The director must constantly and objectively appraise the program of the day care center to see that it is providing for the needs of the children and the community. She must be willing and able to help her staff make changes, when necessary, for the good of the program.

- To supervise the work with parents

The director must understand the importance of a parent-school relationship. It is her responsibility to foster this relationship and to interpret its significance to her staff. She must work closely with staff to plan conferences, meetings, programs for parents, to educate them in good practices of child care. She must understand and sympathize with parents so that she can help them, when necessary, with their problems. And, of course, she must keep parents informed about the center policies and activities.

- To purchase equipment and supplies

The director is responsible for keeping expenditures within the budget. She should be able to make purchases of equipment and supplies, keeping the needs of the children and the center in mind, and at the same time having regard for the budget. She should discuss purchases with her staff in order to benefit from their suggestions. She must keep an up-to-date inventory of equipment and supplies and authorize any purchases made by other staff members.

- To interpret the program to visitors

The director must know how to describe and show the program of the center to visitors in a way which makes them feel welcome and provides them with information on the part the center plays in the life of the children and the community.

- To assist in registration of children

One important part of the director's job is helping the committee to get the children into the center. Children should be registered in an orderly, organized fashion. Otherwise chaos and confusion result, parents become angry and upset, and committee members are the target of criticism from parents and the community. What should be a pleasant introduction to the center for the child can become an unpleasant experience for him and his family.

The director and the committee have to work together on this, and a successfully organized registration depends on advance planning. Some suggestions that will help are:

- Set dates for new registration well in advance of the opening date of the school year, and publicize them in the community.
- The director should inform the committee of the number of vacancies and for what ages of children there are vacancies.
- Mimeographed registration cards should be prepared in advance and filled out by the committee member or the center director when interviewing parents.
- Interview each parent separately at the announced time in a private room in the center. Provide a place for waiting parents to sit down. Count on a large block of time to see parents; do not rush them.
- As parents are interviewed, the person interviewing must determine their category of priority according to the policies established by the committee. If a trained social worker is available in the community, use her services to help with this aspect of registration.
- It is desirable to have all pre-school ages evenly represented in a day care center (i.e. 100 three-year olds, 100 four-year olds, etc.). Once a center is established, it is generally desirable to admit new children at three years of age (rather than at four or five) so that they can have the benefit of three full years in the day care center.
- Do not accept more children than you have room for; and do not make promises to parents that you will not be able to keep.
- Be sure to tell parents that their child's final acceptance depends on the results of a physical examination.
- For those applicants for whom there is not immediate space available in the center, the director should keep a waiting list file, divided according to ages of children, from which she can select new children as vacancies occur.

- To admit children to the center

Getting the child actually into the center and making him feel at home there, is also an important job of the director, together with the teachers. New children need special attention and therefore one should not accept large numbers of new children all on the same day. A good plan for admission of children is:

- The director lets the committee member (or other person interviewing parents) know how many children of each age group can be accepted on a given day. She must also state on what days new children can be accepted.
- The committee member (or other person) gives to the parent a note stating the day and hour when the child will be accepted.
- The director receives from the committee member a list of all children accepted, with their date of birth and family data. She then plans for distributing these children throughout the center, according to age, and gives to each teacher the names and ages and other pertinent information about the children who will be in her class.



- The director and teacher plan together for ways in which to make the child feel welcome and happy on his first day.
- Whenever possible, the director sees the mother and child before the child is admitted, to be sure that the child's physical appearance corresponds to the age stated on the birth certificate, and to give the mother information about rules, regulations, and the program of the center.
- If the child is young or timid, the director may invite the mother to stay with him for a short while on his first few days in the center.

### Teachers

The teacher is the person through whom all of the benefits of the program reach the children. Not everyone can be a teacher of young children. A suitable personality plus suitable preparation is necessary. A teacher must have warmth of personality, a sense of responsibility, patience, respect and love for a young child, as well as knowledge of what a child needs to help him grow and develop.

### Qualifications for prospective teachers

Age: 17 years minimum -- 25 years maximum (at time of employment).

Educational qualifications: 6 years formal education minimum --

9 or more years desirable.

### Personal qualifications:

#### - Good health

A teacher must be in good physical and mental health to sustain the long hours and the alert attention necessary when caring for young children. To do a responsible job means that she must be "on the job" every day, all day long.

#### - A warm, friendly, sympathetic personality

A teacher of young children is a substitute mother for a large part of a child's day. She has to like children and be able to show it in the way she acts with them. She must be the kind of person who can make a child feel that he will find protection, help, and sympathy when he seeks them from her.

#### - Intelligence

She must be a person who can learn new concepts and who knows how and when to use what she has learned. She must be a person who uses good judgment in her dealings with children, and in her reactions to emergencies.

#### - Self-confidence

She must be able to give children the feeling that she knows what she is doing and for what reasons; her confidence in herself will help the children to feel secure with her.

#### - Ability to take direction

She must be capable of accepting direction and criticism from a supervisor without feeling personally threatened.

- Respectful attitude

She needs to have respect for community members, supervisors, other teachers, parents, maintenance workers (and their jobs).

- Dependability

She must have a serious attitude toward her work and an understanding of her individual responsibility to safeguard and protect, as well as to teach, the children.

Special training for teachers

A teacher must be skilled in the techniques for working with children. She must know how to talk with them, how to handle them singly and in groups, how to help them learn throughout the day from each experience, how to tell a story, how to prepare for a Jewish holiday, etc. She must understand children's behavior and how to guide it, and she must understand the role of the teacher in the child's life. To gain this knowledge, she must participate in a training program especially planned for teachers of pre-school children. If she cannot successfully complete this training, she is not qualified to be a teacher.

Responsibilities of the teacher

- To supervise a group of children (maximum 50 children) alone, or with another teacher, during all of the hours the children are in the center. Generally teachers should not be expected to work more than 8 hours a day; if the center must be open longer hours because the children's parents are working, additional teachers will be needed. Children should not be left in the care of maintenance workers.
- To plan and carry out the daily program for the children.
- To prepare and arrange all educational materials used in the program.
- To keep the classroom in order and the equipment in good condition.
- To attend staff meetings as requested.
- To accept, and learn from, supervision given by the director.

Kitchen And Maintenance Staff

The amount and kind of maintenance help needed in a day care center depend on the number of children served, the size of the building, and the length of the school day.

Sufficient maintenance and kitchen personnel is needed to insure a sanitary, safe building and properly prepared food. Teachers must not leave children in order to carry out housekeeping tasks.

In addition to a director, teachers, and possibly a kitchen manager, a day care center needs workers for:

- Daily cleaning of the building
- Food preparation and service
- Supervision and cleaning of toilet rooms
- Repairs and maintenance.

Criteria for their selection should take into account these personal qualifications:

- They must be capable of accepting direction from a supervisor.
- They must be trustworthy.
- They must be capable of accepting responsibility for their specific work.
- They must be people who like children and like being with them.
- They must be trainable.
- They must be in good health as determined by a yearly physical examination.

Medical examinations for kitchen and maintenance staff are the same as for all other staff in a day care center.

All kitchen and maintenance staff must be trained to carry out their jobs. This requires planned in-service training programs. Close daily supervision of their work is essential.

A high standard of hygiene is of the utmost importance in day care centers. Kitchen employees and others who handle or distribute food should have a daily morning inspection. This is to prevent persons with skin infections or contagious conditions from being in contact with food preparation and distribution.

Kitchen staff need to be provided with clean uniforms and head coverings which they wear only at the center. Handwashing at frequent intervals must be made a rule. Duties of kitchen staff must be limited to kitchen work so that there is no danger of contaminating food.

A day care center also needs to have personnel assigned to duty in toilet and washrooms to help children and to prevent the spreading of germs by keeping the room at all times in a clean condition. This is a responsible job and should be handled by someone who likes to be with children and who realizes the importance of the task. It is important that these workers have no contact whatever with handling of food.

#### The kitchen manager

In a large center a kitchen manager is often needed to assist the director in the kitchen. The duties which go along with a food program such as ordering, shopping, keeping accounts, supervising the kitchen, menu planning, arranging for food storage, etc. are important and time-consuming. The specific duties to be delegated to the kitchen manager will depend on his or her qualifications, but in any case, training for the job is needed. The kitchen manager is of course responsible to the director of the school.

S U M M A R Y

The contents of this "Guide" are by no means an exhaustive presentation of everything that goes into the operation of a good day care center program. For example, no attempt has been made to describe the techniques of child guidance which a teacher must know and use in order to handle successfully groups of pre-school children. This body of knowledge can only be gained through study and practical experience under the supervision of some one who has an expert knowledge of this subject. Likewise there has been no attempt to give detailed information on health, sanitation, menu planning, and food preparation. This requires the advice and supervision of experts who are thoroughly familiar with local conditions and customs.

What this Guide does is to provide an outline of the different aspects of the operation of a day care center, and to point up some of the practical considerations which must be taken into account when establishing one. The type of program described here has been successfully carried on in several countries over a period of years. It has proven to be a realistic program for meeting the need of children in these countries and has had a wide impact through its influence on the parents of the children, the community leaders, and the teachers who marry young and give their own children the benefit of the knowledge of child care which they have gained through their training. In the opinion of many of the people who have been involved in providing this service, the day care program is one of the most effective vehicles for bringing to the children the variety of child-care services necessary for their good growth and development, at their most vulnerable age. The proof is there to be seen in the thousands of children who have grown healthier, happier, more alert and self-confident as a result of attending the day care center.

A P P E N D I X

EQUIPMENT LIST

The following is a list of suggested equipment for a day care center. As noted in the section on Equipment, page 14, not all of the articles in this list will be available or appropriate for use in your community. You will undoubtedly find locally other items which can be added to the list or substituted for some articles. Local products, when appropriate and available, are to be preferred because they can be repaired or replaced easily and adults and children are apt to be more familiar with their use.

For example, children who are familiar with donkey carts as a mode of transportation would be more interested in miniature donkey carts than in miniature trains for use with the blocks; children who have seldom seen a telephone would not be interested in a miniature telephone in the doll corner.

Wherever quantities of equipment are suggested, they refer to a minimum number necessary for a group of 50 children.

The wide variety of materials suggested is necessary because:

1. Children need a wide variety of experiences.
2. All children should be fully occupied during the play or activity periods.
3. Children should be able to make their own choice of materials.
4. Not all children will want, nor should they be forced, to do the same thing, at the same time, during the play periods.

Outdoor Equipment

Stationary

- \*Climbing apparatus - No. 1, to be made of wood or metal tubing (sketch follows)
- \*Climbing apparatus - No. 2, to be made of wooden or metal frame with rope climbing net (sketch follows)
- \*Climbing apparatus - No. 3, to be made of wood or metal tubing (sketch follows)
- \*Slide - not over 152 cm high
- \*Swings (suspended from cast iron tripod 244 cm high) with leather seats (wooden or metal seats should be avoided as they are dangerous for children)  
or  
Swings made by suspending a rubber tire on a heavy rope from an overhead bar, or a very sturdy large tree.
- Sandbox - with cover and with plastic jars, pails, bottles, dishes, spoons and small shovels for sand play.

---

\*This equipment should have its foundations sunk below ground level in cement in order to be safe for use by children.

Movable

Large wooden boxes with one open side - 96 cm x 56 cm x 63 cm

or

Wooden packing crates painted or sand papered and with all protruding nails and sharp splinters removed

Small portable ladders - 122 cm high; rungs 18 cm apart

Walking boards and saw horses - to be made of wood (sketch follows)

Rocking boat - to be made of wood or metal (sketch follows)

Kegs and barrels

Balls - 25 cm to 30 cm

Wagons, or large wooden boxes mounted on wheels

Tires and inner tubes - to be rolled or suspended or sunk in the ground so that children can climb through them

Bean bags

Jumping ropes

Exercise must be provided for all parts of the body and this must be considered when choosing the equipment, e.g. a slide and a swing both provide good leg exercise but nothing for the arms; an overhead ladder will provide good arm exercise.

Outdoor equipment like all other educational equipment should, as well as providing good physical exercise, also stimulate imaginative play and encourage the formation of a social group. For example, a group of four to six children on the jungle gym will often imagine themselves to be on board ship, or on a truck.

Indoor Educational Equipment  
(For a class of 50 children)

Manipulative Toys

<u>Article</u>	<u>Quantity</u>		
	<u>3-year olds</u>	<u>4-year olds</u>	<u>5-year olds</u>
Large round washable beads of various colors, for stringing on lengths of plastic twine	150	75	-
Wooden puzzle inlays	8	8	8
	(5-8 pces ea)	(7-12 pces ea)	(10-18 pces ea)
Pounding beds, with wooden mallets	2	-	-
Color cones	3	-	-
Nests of blocks	3	2	-
Form boards	4	2	-
Pegs and pegboard sets	4	4	-
Push and pull toys	4	-	-
Picture lotto sets	-	-	4
Cubes 3,5 cm x 3,5 cm	-	200	300
Hammer and nail sets	-	2	2
Wooden table construction sets (Tinker toy type)	-	-	2
Simple table games (spin a dial and move an object)	-	-	4
Plastic table construction sets	-	2	2
			(greater var. of pieces)

Transportation Toys and Block Accessories  
(small miniatures of objects which a child sees in his normal everyday environment)

<u>Article</u>	<u>Quantity</u>		
	<u>3-year olds</u>	<u>4-year olds</u>	<u>5-year olds</u>
Wooden animals	6	12	18
Wooden people	6	12	18
Different types of wooden or plastic trucks, carts, air-planes, trains, cars, boats	6	10	12

Construction Blocks

Every classroom should have a set of construction blocks of a variety of sizes and shapes. (Sketch and recommended quantities for different ages follow)

Doll Play and Housekeeping Toys

	(few pces)	(more pces)	(more pces)
Washable dolls	4	4	4
Soft animals - washable	2	-	-
Doll bed - or mat*	1	1	2
Doll covers	6	4	4
Tea set*	1	1	1
Chest for clothes and other articles	1	1	1
Doll clothes - easy to take on and off	a few simple pieces for 3-year olds; a greater variety for older children		
Rug*	1	1	1
Small table*	-	-	1
Bowls or pans for "cooking"***	-	2	4
Some kitchen utensils**	-	-	6
Broom	-	1	1
Baskets	1	1	2
Some simple things for "dressing up" - handbags, jewelry, washable clothes*	a few simple pieces for 3-year olds; a greater variety for older children		
Stove or charcoal brazier or other cooker	-	1	1
Basin or tub for washing dishes and clothes	-	1	2
Iron and ironing board	-	1	1

\*Furnishings, clothes, will depend on what is in use in a particular country.

\*\*The best place to find these articles is in stores dealing with housewares; small sizes can be found and they stand up to use better than "toys".

Material for Creative Art Activities\*

An easel for painting  
Plastic cups to hold paint (at least four colors for each child)  
Powder paint (color made by adding water) - assortment of colors (recipe follows)  
Brushes with long handles and bristles 1,2 cm wide  
Aprons of washable material  
Colored crayons 2,5 cm round (various colors, at least six each for children of four and five)  
Newsprint paper for painting and crayoning  
Heavy white paper for coloring with crayons  
Colored paper in various colors  
Cardboard  
Heavy wrapping paper  
Small scissors with blunt ends  
Paste  
Clay and/or plasticene  
Crock for storing clay  
Flour dough clay (recipe follows)  
Twine  
Crepe paper  
Raffia  
Assorted colors in woolen yarn  
Fine wire  
Fingerpaint (recipe follows)  
Sponges for cleaning up

Books and Pictures

Colorful pictures of people, animals, and scenes the children know should be displayed on walls. At least 12 picture books made by the teacher should be in each classroom for the children to look at.

Story books with large, clear, colorful pictures are needed so that the teacher can read the story to the children while showing the pictures. If it is not possible for each classroom to have its own collection of story books, these can be kept in a central place and teachers can borrow them in rotation. Stories for three-year olds must be simple, with few details, and language that is easy for them to understand. As the children grow older, they can enjoy stories with more detail.

---

\*Very little finished art work can be expected from three-year olds, thus the more expensive types of paper should be given only to the older children. Three-year olds gain much pleasure from touching and experimenting with raw materials such as clay, finger paint, flour dough, and they can use large colored crayons. Children need ample quantities of materials, and sheets of paper for painting and crayoning should be of a large size.



### Music

<u>Article</u>	<u>Quantity</u>
Drums	2
Rhythm sticks	20 pairs
Triangles	6
Tambourines	6
Wrist bells	10
Phonograph and records	

Teachers may also make home-made musical instruments, and instruments used locally should be included. If a teacher plays an instrument, she may want to bring it to the center and play it for the children.

It may not be possible to supply all of these instruments to every class. The supply for the center can be stored in a central place and issued to a teacher upon request.

### Materials for Jewish Observances

1 kippa for each boy. This should have his name or other identifying sign inside, should be washable and should have a loop on it for hanging it up.

1 pair of candleholders

Candles for Shabbat ceremony

1 plate for Hallah(1)

1 ceremonial bread cover

1 wine cup

1 festive tablecloth

1 Menorah(2)

Menorah candles

Brochures on holiday celebrations, bible stories, holiday posters and holiday picture lotto can be secured from JDC.

### Waste Materials

Material often thought of as waste can be used by children in their play or in creative activities. Teachers can also use it to make toys for the children. Teachers, parents, community members can all help to contribute to this stock of material.

Wooden boxes

Cardboard boxes of all sizes

Empty thread spools

Bobbins

Remnants of material

Paper bags

Tin cans with the tops cut off smoothly

Bits of candles

Bits of ribbon or lace

Ends of wool skeins

Ends of embroidery thread skeins

Shells

Pebbles

Old handbags

Scarves

Old jewelry

Seeds

Wood shavings

Bottle tops

Buttons

Empty plastic bottles and jars

Feathers

---

(1) Hallah = Special Shabbat bread

(2) Menorah = Hanukah candelabrum

### Classroom Furnishings

Small tables to seat 6 children (with washable top)

Suggested dimensions - 61 cm x 100 cm in circumference

Height - 46 cm (for three-year olds)

" - 51 cm (for four-year olds)

" - 56 cm (for five-year olds)

Chairs - one chair for each child in the class

Height - 25 cm (for three-year olds)

" - 30 cm (for four-year olds)

" - 35 cm (for five-year olds)

Chair for teacher - 45 cm high

Low open shelves at children's height (85 cm) for educational equipment. (Shelves should have partitions to allow for orderly arrangement of materials.)

Small wooden boxes for crayons, beads, scissors, etc.

Food service table - washable top - 61 cm high

Coat lockers - one for each child - 105 cm high; 96,5 cm wide; 30 cm deep

or

Coat hooks - one for each child - if lockers are not available

1 cupboard with door for teacher's supplies

2 waste baskets

Washable rugs or mats for children to use when sitting on floor

1 cot for each child (washable cover, folding, lightweight)

or

Washable warm mats for the floor

1 washable blanket and sheet for each child

Storage facilities for blankets - preferably in individual lockers so that they do not touch each other

Bulletin board for displaying children's pictures

### Toilet and Washroom Furnishings

1 towel for each child

1 comb for each child

Storage space for towels and combs - either individual lockers or hooks

Mirrors over washbasins (or on wall)

Soap

Toilet paper (if possible)

Child-sized toilets (if adult size, steps or stools will be needed to enable children to reach them, if they are of European design)

Washbasins at children's height (if not at children's height, stools or steps may be used)

### Equipment for Food Service in the Classroom

Plates

Dessert dishes

Cups with handles for small children; unbreakable glasses may be used for older children

Dessert spoons

Small-size forks (for four- and five-year olds)

Small pitchers, from which children can pour

Large covered serving dishes for bringing food from kitchen to classroom  
 Large ladles for serving food  
 Bibs for three-year olds  
 Baskets or trays for bread

Kitchen Equipment

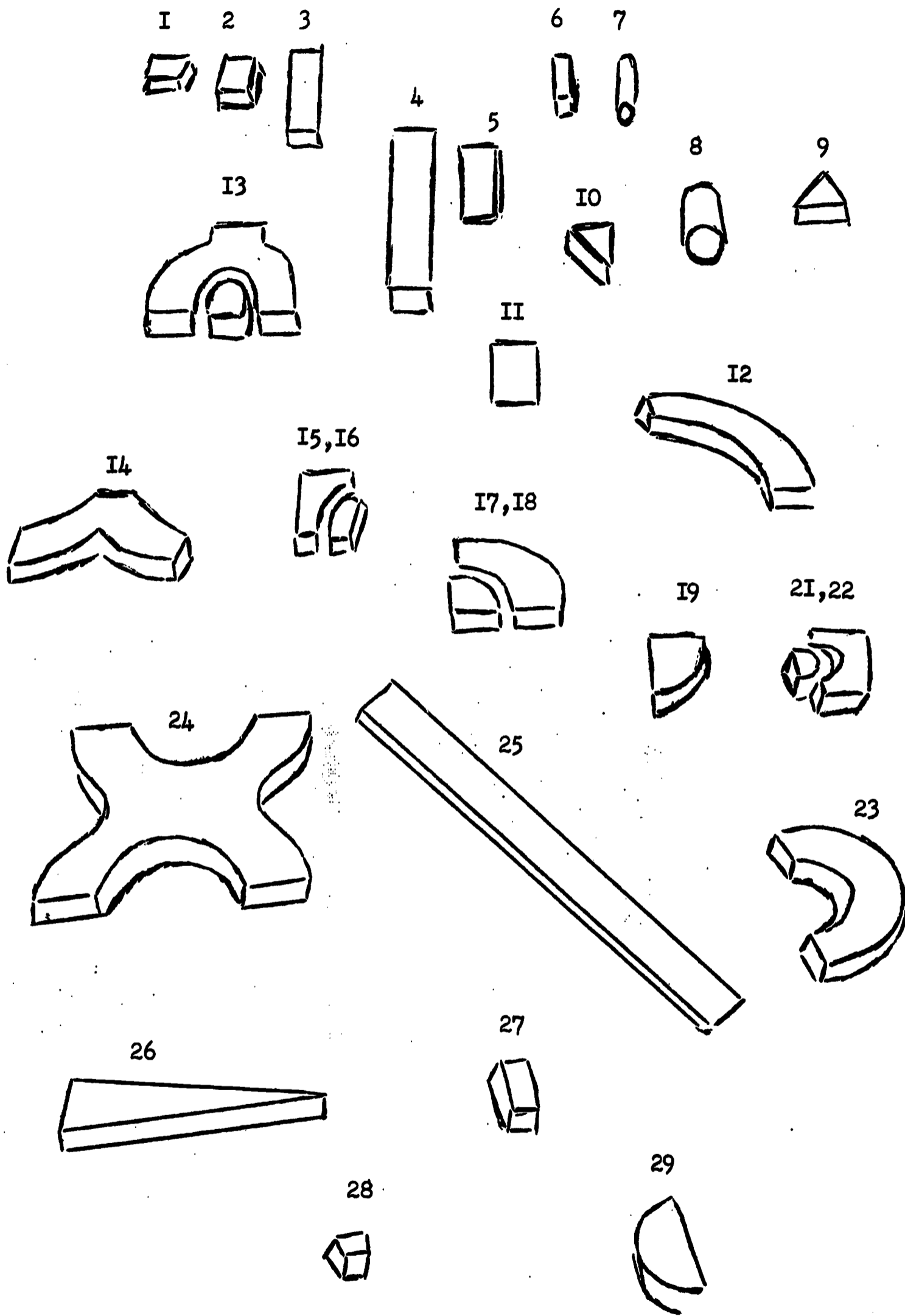
The equipment of the kitchen, both as to permanent installations and utensils, should be determined on the advice of medical consultants, nutritionists and sanitarians, and should take into account local methods of food preparation.

Construction Blocks

<u>No.</u>	<u>Article</u>	<u>Size in cms</u>	<u>Recommended Quantity</u>		
			<u>3-year olds</u>	<u>4-year olds</u>	<u>5-year olds</u>
1.	Square	3 × 7,5 × 7	15	10	15
2.	Oblong	3 × 7 × 14	15	10	15
3.	Double oblong	3 × 7 × 28	15	15	20
4.	Quadruple oblong	3 × 7 × 56	15	20	30
5.	Board for roof	1,5 × 7 × 28	10	10	12
6.	Pillar	4 × 3 × 14	5	6	10
7.	Column	3 × 14	5	6	10
8.	Large column	7 × 14	5	6	10
9.	Diagonal	3 × 7 × 7	6	10	10
10.	Triangle	3 × 7 × 14	6	10	10
11.	Landing-stage	3 × 7 × 14	-	5	10
12.	Elliptical curve	3 × 58 × 35	2	4	6
13.	Gothic arch and Gothic door	3 × 21 × 28	-	2	6
14.	Y-shaped link	3 × 14 × 21	-	2	4
15, 16.	Semi-arch and buttress	3 × 7 × 14	-	4	6
17, 18.	Circular curve, quarter circle	3 × 7 × 20	-	4	6
19.	Large buttress	3 × 7 × 14	-	-	4
21, 22.	Roman arch and half-circle	3 × 14	4	6	6
23.	Half-circular curve	3 × 14 × 28	2	2	4
24.	Double link curved	3 × 28 × 28	-	1	2
25.	Board for floor	55 × 7 × 1,5	-	-	4
26.	Double triangle	3 × 7 × 28	-	-	4
27.	Half-pillar	3 × 7 × 3	-	-	10
28.	Quarter pillar	3 × 3 × 3	-	-	10
29.	Full half-circle	3 × 14 × 7	-	-	4

These blocks should be made of a good quality of hard wood which will not splinter or split. They should not be painted, but should be left with the natural surface, otherwise they will not fit together evenly and securely when children are constructing with them.

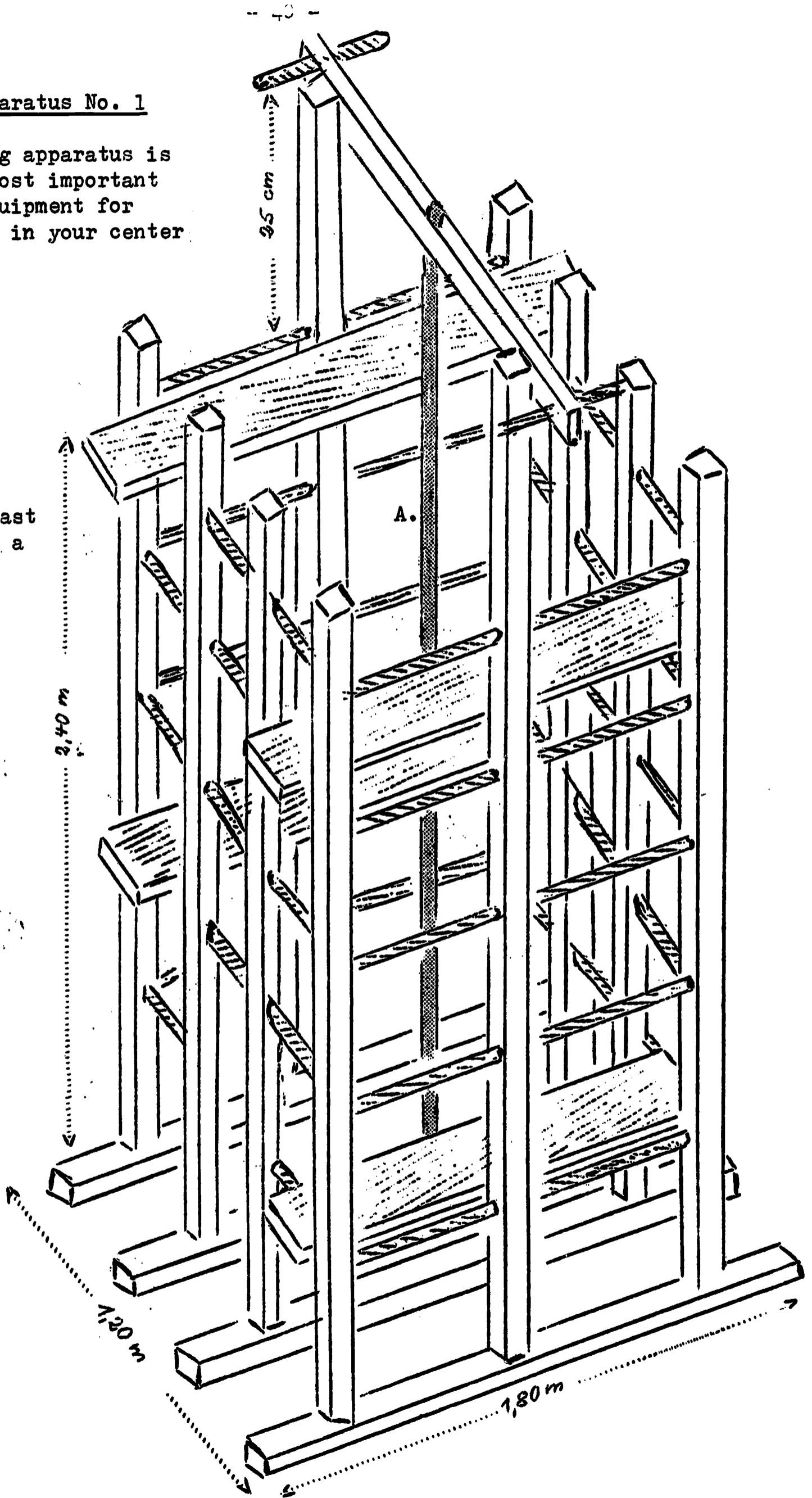
Construction Blocks



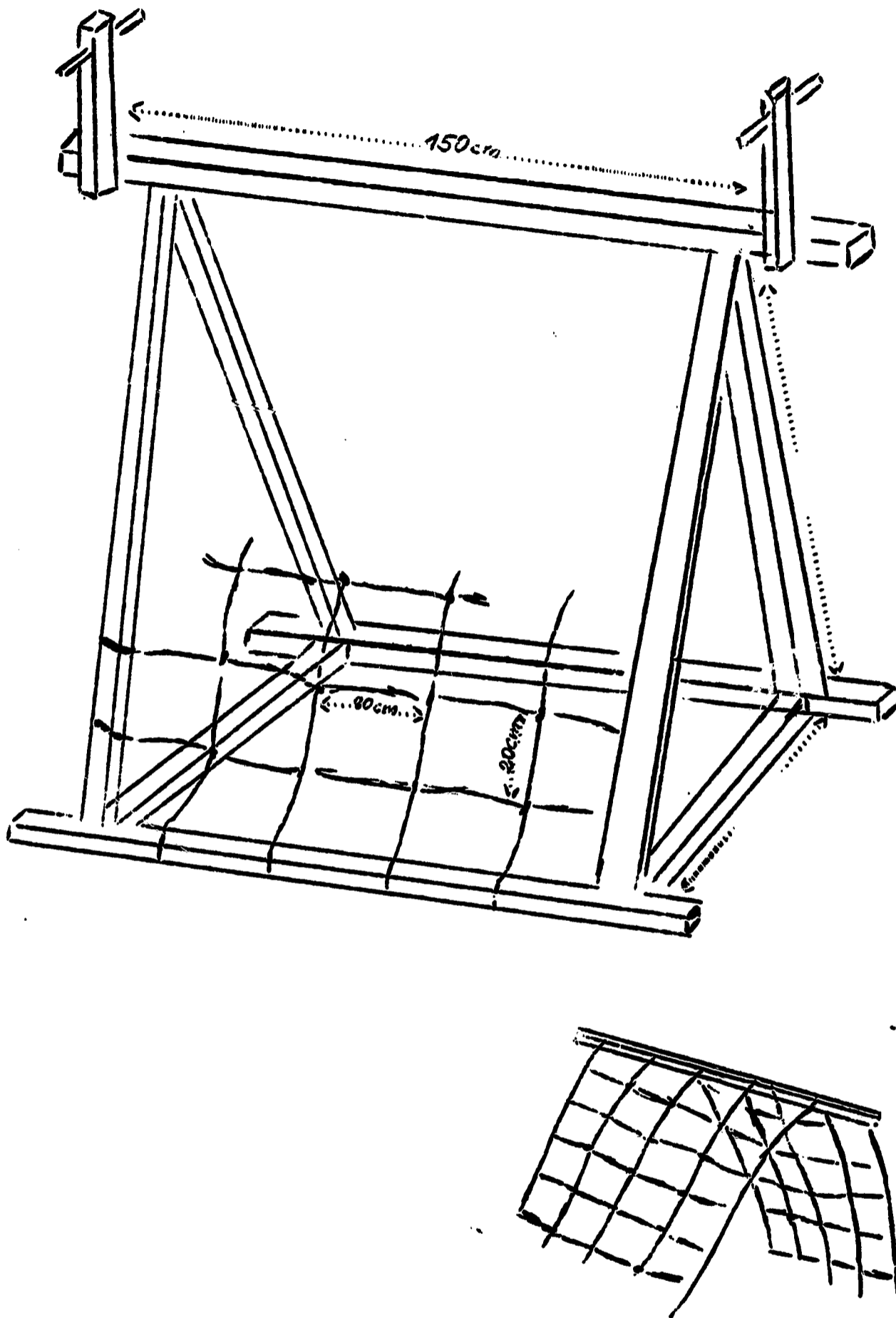
## Climbing Apparatus No. 1

This climbing apparatus is one of the most important pieces of equipment for outdoor play in your center.

A. The mainmast serves as a slide

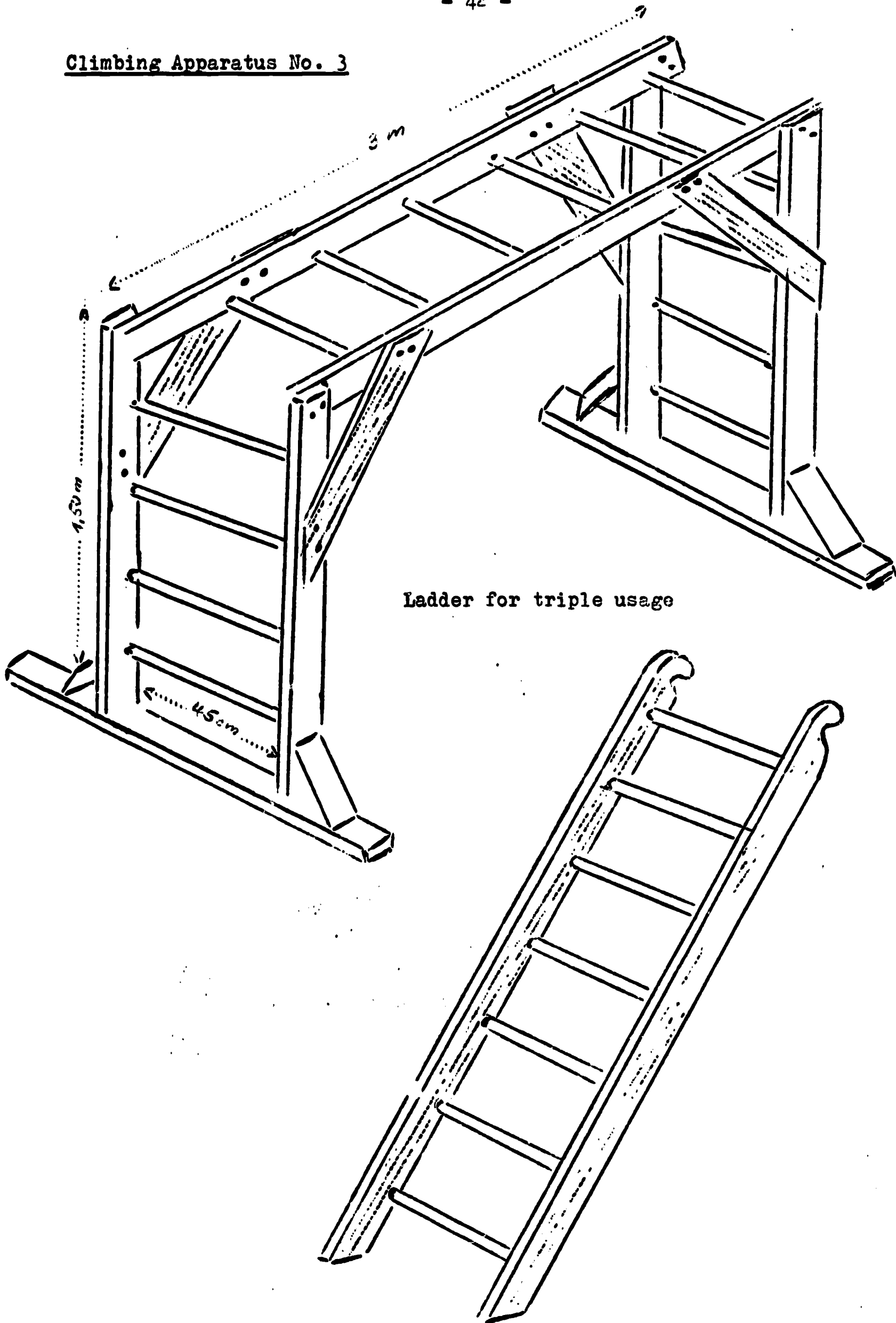


Climbing Apparatus No. 2



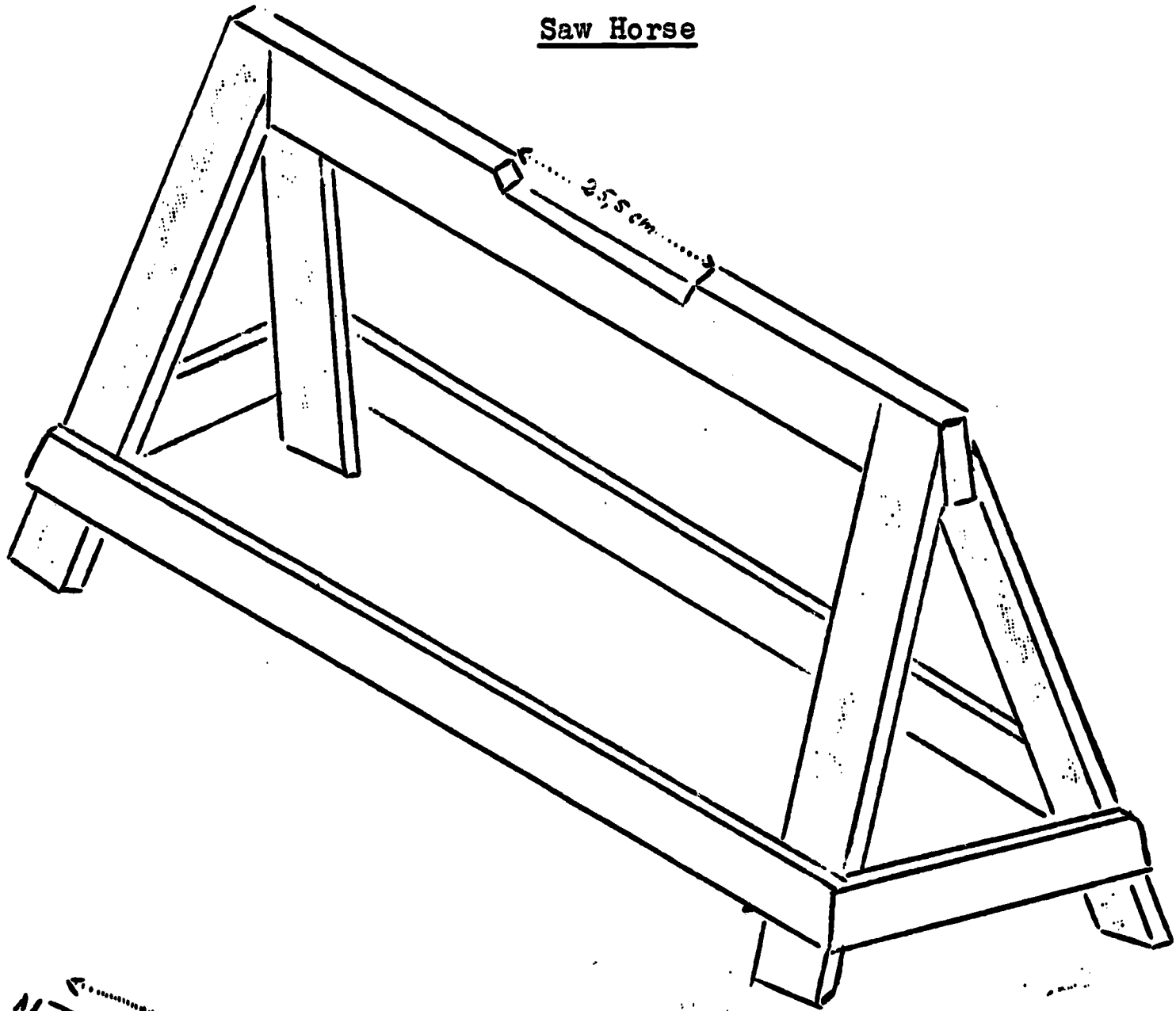
This apparatus, which is used for climbing, is made of a rope net. It can be used as a little play house or tent if it is covered with two blankets or a heavy cloth.

Climbing Apparatus No. 3

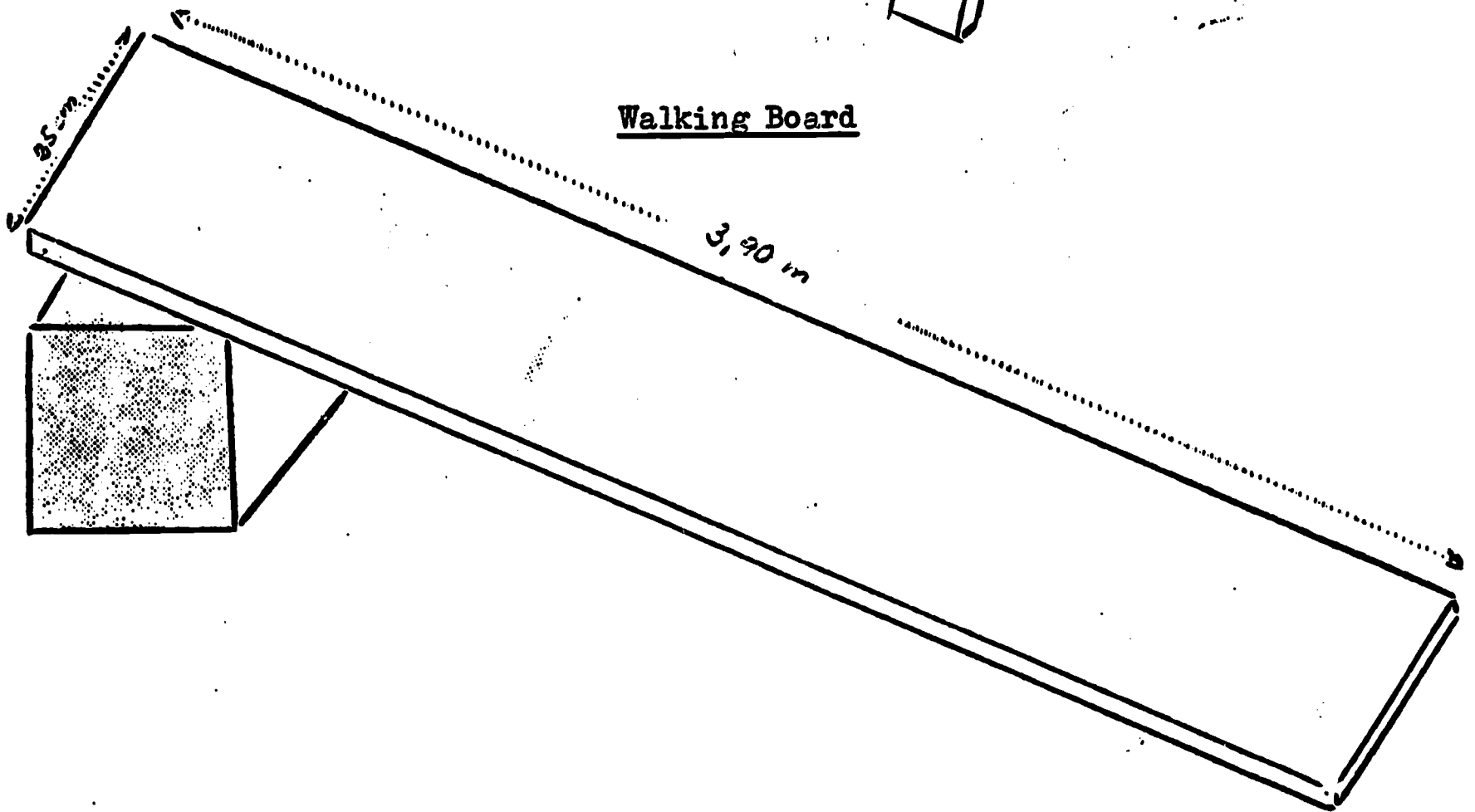


Ladder for triple usage

Saw Horse

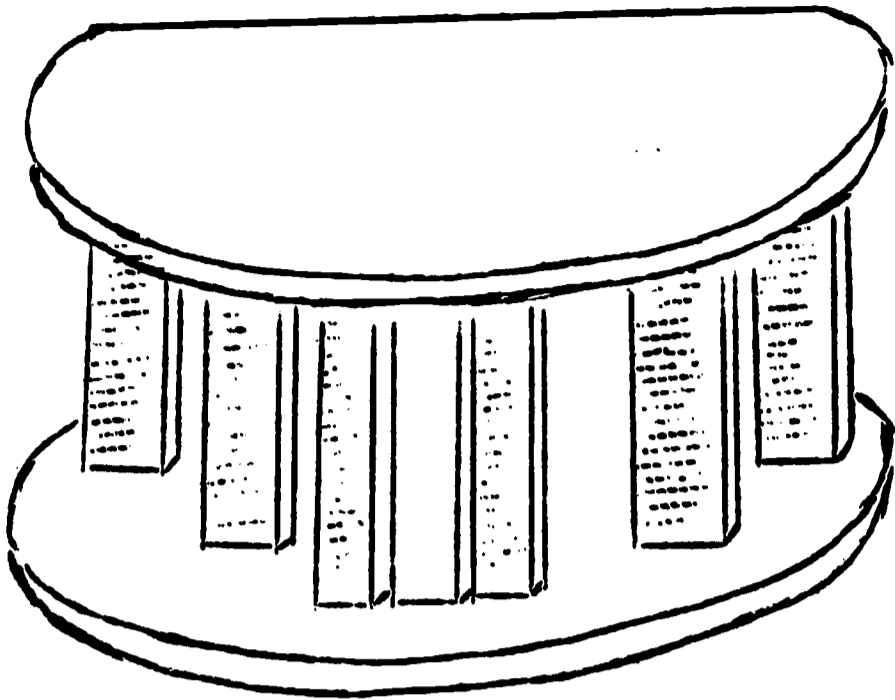


Walking Board



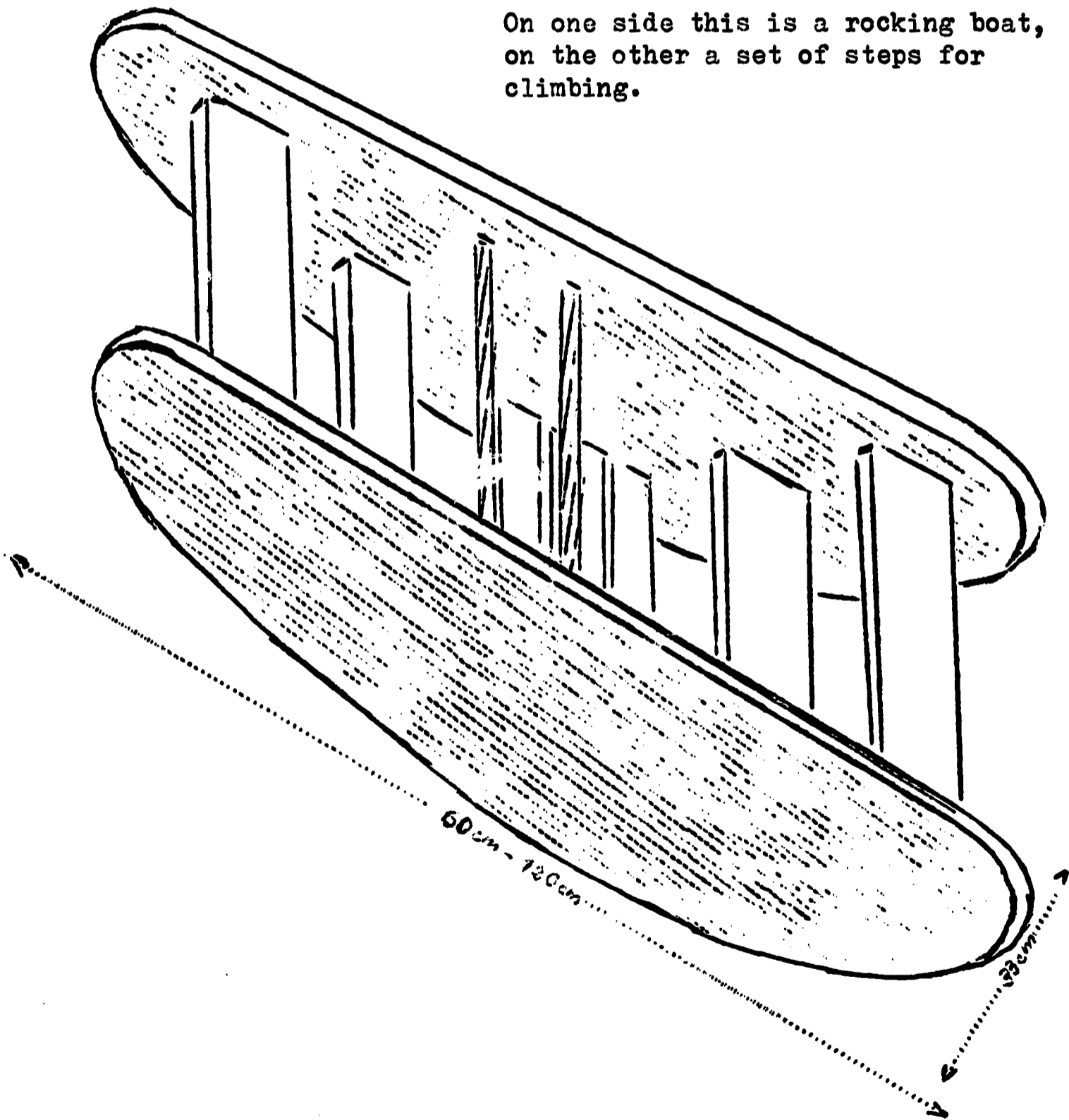
When one end of the walking board is placed on top of the saw horse, it provides a slide. If the board is supported across two saw horses, it provides another form of balancing exercise.





Rocking Boat

On one side this is a rocking boat,  
on the other a set of steps for  
climbing.



## Recipes for Creative Art Materials

### Easel Paint

Mix powdered paint (preferably vegetable) with water of detergent and paste. Gum-arabic can be used, but this is not advisable because it forms a deposit at the bottom of the pot and its odor becomes disagreeable in hot weather, and also because it cannot be kept for several days.

We recommend the use of "quelloze" (a powder which probably contains glue), which has the added advantage of giving a brilliance to colors.

The paint needs to be thickened, and coffee-grounds or fine sand can be used, but it is preferable to prepare a special mixture of starch and water which is boiled until it becomes thick, to give body to the paint. The mixture can be prepared separately and kept in a jar. It can be added to the paint as necessary.

### Finger Paint

- 5 measures of boiling water
- 2 measures of starch dissolved in two cups of cold water
- 2 coffee-spoonfuls of glycerine (not compulsory)

Add this mixture to boiling water while stirring to obtain a creamy paste.

Then add two measures of soapflakes, let cool and add the desired colors (preferably vegetable colors).

### Modeling Clay made from Flour

- 2 measures of flour with a measure of salt
- 1 soup-spoonful of alum powder
- add about  $\frac{1}{2}$  to  $\frac{3}{4}$  cup of cold water
- the desired color (preferably vegetable)

This mixture needs to be well worked until it becomes a flexible paste. This paste can be kept for several weeks if it is covered with a humid cloth and if it is kept in a covered jar.

Sawdust can be added in order to give the mixture some consistence.

RECORDS AND REPORTS

In order to operate a day care center efficiently, a number of different types of records should be kept.

- They are an aid to intelligent planning for children because they provide information about the children and their families and their experiences up to the time they entered the center.
- They provide useful information on the numbers and ages of children making use of center services, so that present and future needs can be determined regarding budget, feeding, clothing, equipment.
- They provide pertinent information for staff on the present state of a child's health as well as his health history.
- They provide necessary organized information at a glance.
- They provide a "picture" of children, services, equipment, so that the present status of a center can be seen in relationship to the various aspects of its service.

The following types of records have been found useful:

<u>Records and Reports</u>	<u>Purpose</u>	<u>To be kept by</u>	<u>To be used by</u>
Family and child information card (sample follows)	To supply background history of child; aids in planning for him and in helping the family	Director Teachers Soc.Worker	Director Teachers Doctor Nurse Soc.Worker
Health and medical card (sample follows)	To supply health history; record of examinations, immunizations, treatment, and aids in follow-up health care of the child	Doctor Nurse	Doctor Nurse Director Teachers Soc.Worker
Staff personal folders	To supply past and current personal data on each staff member; record of salary increments, leaves, absences, evaluation of performance, etc.	Director Educat'al Supervisor	Director Committee

<u>Records and Reports</u>	<u>Purpose</u>	<u>To be kept by</u>	<u>To be used by</u>
Monthly statistical report of services (sample follows)	To supply a summary of numbers making use of the service, to show turnover, to aid in planning for future	Director	Director Committee
Monthly budget report (sample follows)	To supply information on expenditures and income; aid to future planning	Director	Director Committee
Daily attendance book	To supply current information on numbers of children using center; to aid in checking of absences	Teachers	Director Committee
Reports on educational program	To evaluate current program and plan future one; aid to new planning	Teachers Director	Teachers Director
Inventory	To supply information on use and status of supplies and equipment; aid to future buying	Teachers Director	Director Committee
Staff applications (sample follows)	To supply list of applicants for staff positions; aid in interviewing and hiring new staff	Director	Director Committee
Waiting list (sample follows)	To supply list of children for admission when vacancies occur; to aid in planning for expansion or reduction of service	Director Soc. Worker Committee	Director Soc. Worker Committee

A few sample forms follow.

Date:

Established by:

Day Care Center Family Record Form

Surname and first names	Address	Date of entry			
		Class	from	to	
		"	from	to	
		"	from	to	
Surnames and first names	Date of birth	Place of birth	Nationality	Profession	Employer or School
Father					
Mother					
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Housing	<u>Resources of Family</u> Income	Charges of Family
Number of rooms:	Father:	Rent:
" of persons:	Mother:	Water, electricity:
" of windows:	Children: a)	Education:
Water:	b)	Canteen:
Number of beds:	c)	Other:
W.C.:	d)	
Behavior:	Family allowance:	Dependents:
	Social insurance:	
	Other:	

Agencies taking care of family:

Family history:

Child's history: Behavior, special health problems, etc.

Observations:

Hours and days of work of mother

Who will bring and call for child?

Amount of fee:

Date of medical examination for entrance at day care center:

Left day care center (date):

Reasons:

New schools:

Date \_\_\_\_\_

Family case no. \_\_\_\_\_

Individual case no. \_\_\_\_\_

Child's Medical Record Form

First name \_\_\_\_\_ Family name \_\_\_\_\_ Sex \_\_\_\_\_ Town \_\_\_\_\_

Date of birth \_\_\_\_\_ Place of birth \_\_\_\_\_

Address \_\_\_\_\_

Father's name \_\_\_\_\_ Age \_\_\_\_\_ Occupation \_\_\_\_\_

Mother's name \_\_\_\_\_ Age \_\_\_\_\_ Occupation \_\_\_\_\_

Center \_\_\_\_\_ Class \_\_\_\_\_ Follow-up check \_\_\_\_\_

**FAMILY HISTORY**

Economic status of family: good, middle, poor, destitute (underline what is applicable)

**Siblings**

Name	Age	Sex	Center	Class	Remarks

**PREVIOUS HISTORY OF CHILD**

Where born? Hospital(name) \_\_\_\_\_ at home \_\_\_\_\_ elsewhere \_\_\_\_\_

Did mother attend prenatal clinic? Yes \_\_\_\_\_ No \_\_\_\_\_ No. of attendances \_\_\_\_\_

Well Child Clinic (name of clinic) \_\_\_\_\_

Attended: Regularly \_\_\_\_\_ Occasionally \_\_\_\_\_ None \_\_\_\_\_ from age \_\_\_\_\_ to \_\_\_\_\_

Took milk from H. & M.C.: Regularly \_\_\_\_\_ Occasionally \_\_\_\_\_ None \_\_\_\_\_

Took food from H. & M.C.: Regularly \_\_\_\_\_ Occasionally \_\_\_\_\_ None \_\_\_\_\_

Previous diseases Yes No At what age Previous diseases Yes No At what age

Height and weight at time of initial examination: Height \_\_\_\_\_ Weight \_\_\_\_\_

Remarks \_\_\_\_\_

Date history taken \_\_\_\_\_ Signature \_\_\_\_\_

**RECORD OF MEDICAL EXAMINATIONS**

If normal, mark (✓) if defect, mark (×) below for FIRST examination and in "progress notes" for subsequent examinations

Date						Notes
Mentality .....						(A) If defect, enter in a special section  (B) State below whether active or scar, number, site and age of onset  (C) State below-size "ex. 2 fingers below costal margin" or draw diagram
Nutrition .....						
Ears .....						
Nose .....						
Throat .....						
Teeth (A) .....						
Glands .....						
Scalp (A) .....						
Skin .....						
Oriental Sore (B)						
Heart .....						
Lungs .....						
Liver (C) .....						
Abdomen .....						
Spleen (C) .....						
Genitals .....						
Upper limbs .....						
Lower limbs .....						
Posture .....						

RECORD OF MEDICAL EXAMINATIONS (cont'd)

If normal, mark (✓) if defect, mark (x) below for FIRST examination and in "progress notes" for subsequent examinations

Date						Notes
Sight test (A) ..						(A) If defect, enter in a special section
Eyes .....						
Hemoglobin .....						(D) Parent or guardian: if present, mark (✓) if not present, mark (x)
Parent present(D)						
Signature of doctor						

Description of defects found on first examination \_\_\_\_\_

Continue clinical notes in "progress notes"

RECORD OF CLEANLINESS, NUTRITION, INTELLIGENCE & BEHAVIOR

If clean, mark (✓) if dirty, mark (x)

Date	Body	Hair	Nails	Clothes

Nutritional Status: good, fair, poor (underline what is applicable)

Intelligence and Behavior:

Observation of parents \_\_\_\_\_

Observation of teachers and nurses \_\_\_\_\_

Conclusion \_\_\_\_\_

Recommendations \_\_\_\_\_

Date \_\_\_\_\_ Doctor \_\_\_\_\_

RECORD OF SPECIAL EXAMINATIONS AND TREATMENT

\*Scalp ringworm give details in "progress notes"

Diagnosis: Date of wood lamp \_\_\_\_\_ Pos. \_\_\_ Neg. \_\_\_ Labor Exam. \_\_\_ Pos. \_\_\_ Neg. \_\_\_

Treatment: Method of X-Ray treatment \_\_\_\_\_

Test of cure: Date \_\_\_\_\_ Result \_\_\_\_\_

Date \_\_\_\_\_ Result \_\_\_\_\_

\*SIGHT\*\*

Prescription for spectacles \_\_\_\_\_ Right Left Date seen by ophtal.

Visual acuity ) Naked eye .....

) After correction ....

Prescription ) Sphere .....

) Cylinder .....

Axis .....

Date spectacles issued to child ....

Date of checking .....

S.T.S. \_\_\_\_\_ Stool Examinations

Date Test Result Date Result

\*X-Ray Examinations

Date Findings \_\_\_\_\_

\*Give details in "progress notes"

\*\*Part of routine exam. by nurse. Enter defects here.



Organization . . . . .
City . . . . . Month . . . . . 196

Report of Day Care Center Statistics

CHILDREN

Number of children registered at beginning of month . . .
Number of children admitted during month . . . . .

Ages Number
3 - 4 years
4 - 5 years
5 - 6 years

Number of children having left during month . . . . .

Reasons for leaving Number Ages of children leaving Number
Change of residence
Schooling
Health
Emigration
Other

Number of children registered at end of month . . . . .
Number of days day care center was open during month . . .
Total of children attending during month . . . . .
Average of daily attendance . . . . .

Number of absences for more than 2 weeks . . . . .
For what reasons Number
Health of child
Health of family
Neglect of family
Vacation of family
Other reasons

PERSONNEL

Absences
Name ; Position ; Date ; Reasons

Resignations

Resignations table with columns for Name, Position, Date, Reasons

Probable Resignations

Probable Resignations table with columns for Name, Position, Date, Reasons

Employment of New Personnel

Employment of New Personnel table with columns for Name, Position, Date, Reasons

Monthly Budget Form For Day Care Centers

Name of day care center . . . . .

Date . . . . .

Number of children enrolled . . . . .

Item	Expenditures during month
------	---------------------------

Salaries

Director . . . . . \_\_\_\_\_

Teaching Staff . . . . . \_\_\_\_\_

Maintenance Staff . . . . . \_\_\_\_\_

(Attach payroll with individual names)

Rent . . . . . \_\_\_\_\_

Feeding Program

Cost of Food . . . . . \_\_\_\_\_

Labor (salaries paid kitchen staff) \_\_\_\_\_

Utilities

Water . . . . . \_\_\_\_\_

Electricity . . . . . \_\_\_\_\_

Heating . . . . . \_\_\_\_\_

Kitchen Equipment . . . . . \_\_\_\_\_

Cleaning Supplies . . . . . \_\_\_\_\_

Furniture . . . . . \_\_\_\_\_

Educational Equipment . . . . . \_\_\_\_\_

Educational Supplies . . . . . \_\_\_\_\_

Office Supplies . . . . . \_\_\_\_\_

Repairs . . . . . \_\_\_\_\_

Transportation . . . . . \_\_\_\_\_

Public Relations . . . . . \_\_\_\_\_

Holiday Celebrations . . . . . \_\_\_\_\_

Fees for Other Services (medical, office, etc.) . . . . . \_\_\_\_\_

TOTAL . . . . . \_\_\_\_\_

Day Care Center Registration Card for Waiting List

Family name \_\_\_\_\_

First name \_\_\_\_\_

Sex \_\_\_\_\_

Address \_\_\_\_\_

Date of birth \_\_\_\_\_

Place of birth \_\_\_\_\_

Father's name \_\_\_\_\_

Father's occupation \_\_\_\_\_

Reason for admittance \_\_\_\_\_

Date of registration \_\_\_\_\_

Date: \_\_\_\_\_

Application Form For Day Care Center Personnel

Name: \_\_\_\_\_ Address: \_\_\_\_\_

Date and Place of Birth: \_\_\_\_\_ Nationality: \_\_\_\_\_

Marital Status: Single, Married, Separated, Divorced, Widow, Engaged  
(underline what is applicable)

Number and Ages of Children, if any: \_\_\_\_\_

Living Conditions: Living alone, living with parents, husband or other: \_\_\_\_\_

<u>Education:</u>	<u>Place</u>	<u>Name of School</u>	<u>Dates</u>	<u>Degrees or Certificates</u>
Elementary	_____	_____	_____	_____
Secondary	_____	_____	_____	_____
Universities	_____	_____	_____	_____
Professional or Technical	_____	_____	_____	_____
Special Studies	_____	_____	_____	_____
Languages spoken	_____	_____	_____	_____

List any Social or Professional Organization of which you are or have been a Member: \_\_\_\_\_

List any Volunteer Work you have done: \_\_\_\_\_

Present Employment: Dates, from \_\_\_\_\_ to \_\_\_\_\_

Title \_\_\_\_\_

Duties \_\_\_\_\_

Salary \_\_\_\_\_

Reasons for leaving (if applicable) \_\_\_\_\_

Past Employment:      Dates, from \_\_\_\_\_ to \_\_\_\_\_  
                                 Title \_\_\_\_\_  
                                 Duties \_\_\_\_\_  
                                 Salary \_\_\_\_\_  
                                 Reasons for leaving  
                                 (if applicable) \_\_\_\_\_

Why do you want to be a Teacher in a Day Care Center?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Would you be willing to participate in a Training Program for Teachers?  
\_\_\_\_\_

Do you have any Relatives in the City where Training will be given with whom you could stay?  
\_\_\_\_\_

If you should not succeed in the Training Program, could you go back to your present Position?  
\_\_\_\_\_

If you are accepted for Training and if you succeed at it, are you willing to work as a Teacher for 1 1/2 years?  
\_\_\_\_\_

References:  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

\_\_\_\_\_  
Signature

COURSE OUTLINE FOR TEACHER TRAINING PROGRAM

The training program for day care center teachers and directors has two parts: the practical work with the children, and the theoretical courses.

1. The practical work in the day care center includes:

- Teaching a group of children in the classroom under the supervision of a professor.
- Individual conferences with the training instructor
- Participation in all phases of teachers' work at the day care center, including daily inspection of children, service at the door morning and evening, taking children to clinic, attendance at staff meetings, etc.

The practical work for directors in training will include an apprenticeship in the day care center under a trained director. During the entire training program, she will receive practical experience in all phases of day care center administration.

2. The courses given each week during the entire training program are as follows:

- Pedagogy and Psychology
- Activities and Techniques
- Health, Hygiene and Medical Information
- Religious Education

Directors in training will attend all courses, and in addition will have individual conferences with the training instructor regarding administration of the center and supervision of teaching staff.

Class Outline of Beginner's Training Course

October 8 - December 28, 1961

Week I

Sunday, October 8	Orientation; History of a city's day care centers
Monday, October 9	Purpose of a day care center program
Tuesday, October 10	Role of a day care center program
Wednesday, October 11	Child Development: Physical development from birth to six years
Thursday, October 12	Child Development: Social development from birth to six years

Week II

Sunday, October 15	Child Development: Mental development from birth to six years
Monday, October 16	Child Development: Emotional development from birth to six years

Week II (cont'd)

Tuesday, October 17	Planning a class program to suit the needs of the children
Wednesday, October 18	Adjustment of new children to a day care center
Thursday, October 19	Routines in the day care center: Eating

Week III

Sunday, October 22	Routines in the day care center: Washing, toilet- ing, resting
Monday, October 23	Learning through Play
Tuesday, October 24	Outdoor Play
Wednesday, October 25	Indoor Play

Week IV

Sunday, October 29	Teaching Techniques
Monday, October 30	Teaching Techniques
Tuesday, October 31	Discipline in the day care center
Wednesday, November 1	Problems of young children
Thursday, November 2	Problems of young children

Week V

Sunday, November 5	Creative Art
Monday, November 6	Creative Art Workshop
Tuesday, November 7	Story Telling
Wednesday, November 8	Story Dramatization
Thursday, November 9	Story Workshop

Week VI

Sunday, November 12	Conversation
Monday, November 13	Conversation Workshop
Tuesday, November 14	Music and Rhythm
Wednesday, November 15	Music and Rhythm Workshop
Thursday, November 16	Social Science Experiences in the day care center

Week VII

Sunday, November 19	Social Science Workshop
Monday, November 20	Natural Science Experiences in the day care center
Tuesday, November 21	Natural Science Workshop
Wednesday, November 22	Organization of a Two-Teacher Classroom
Thursday, November 23	Home-School Relations

Week VIII

Sunday, November 26	Home-School Relations
Monday, November 27	Preparing a child for the first grade
Tuesday, November 28	How to observe children and learn from them
Wednesday, November 29	How to prepare for and observe a Religious Holiday
Thursday, November 30	Religious services in the classroom

Week IX

Sunday, December 3	Religious Training
Monday, December 4	Religious Training
Tuesday, December 5	Diseases of Childhood
Wednesday, December 6	Diseases of Childhood
Thursday, December 7	Infant Feeding

Week X

Sunday, December 10	Religious Training
Monday, December 11	Religious Training
Wednesday, December 13	Development of Abnormal Child
Thursday, December 14	Development of Abnormal Child

Week XI

Sunday, December 17	Religious Training	(3.30 - 5.00 p.m.)
Monday, December 18	Religious Training	First Aid
Tuesday, December 19	Nutrition	First Aid
Wednesday, December 20	Food Hygiene	
Thursday, December 21	Dental Development	

Week XII

Sunday, December 24	Religious Training
Monday, December 25	Religious Training
Tuesday, December 26	Personal Hygiene
Wednesday, December 27	Personal Hygiene
Thursday, December 28	Home Hygiene



LIST OF AGENCIES WHICH CAN GIVE HELP

The agencies listed below may have a representative in your country or regional consultants who visit your country, or they may be able to send you publications or give you general advice on some aspects of day care center programs.

MINISTRY OF HEALTH of your country

MINISTRY OF EDUCATION of your country

MINISTRY OF WELFARE of your country

EUROPEAN OFFICE OF THE UNITED NATIONS, Office of Social Affairs,  
Palais des Nations, Geneva, Switzerland

WORLD HEALTH ORGANIZATION (WHO),  
Palais des Nations, Geneva, Switzerland

UNITED NATIONS CHILDREN'S FUND (UNICEF),  
c/o UN Building, UN Headquarters Manhattan, New York

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION,  
(UNESCO), 9, Place de Fontenoy, Paris 7e, France

UNITED NATIONS FOOD AND AGRICULTURE ORGANIZATION (FAO),  
Viale delle Terme de Caracalla, Rome, Italy

INTERNATIONAL COUNCIL OF VOLUNTARY AGENCIES,  
IRCC Building, 7, Avenue de la Paix, Geneva, Switzerland

INTERNATIONAL UNION FOR CHILD WELFARE,  
1, Rue de Varembé, Geneva, Switzerland

INTERNATIONAL CHILDREN'S CENTER,  
Château de Longchamps, Bois de Boulogne, Paris 16e, France

DECLARATION OF THE RIGHTS OF THE CHILD

Preamble

Whereas the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights, and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Whereas the United Nations have, in the Universal Declaration of Human Rights, proclaimed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Whereas the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth,

Whereas the need for such special safeguards has been stated in the Geneva Declaration of the Rights of the Child of 1924, and recognized in the Universal Declaration of Human Rights and in the statutes of specialized agencies and international organizations concerned with the welfare of children,

Whereas mankind owes to the child the best it has to give,

Now therefore,

The General Assembly

Proclaims this Declaration of the Rights of the Child to the end that he may have a happy childhood and enjoy for his own good and for the good of society the rights and freedoms herein set forth, and calls upon parents, upon men and women as individuals and upon voluntary organizations, local authorities and national governments to recognize these rights and strive for their observance by legislative and other measures progressively taken in accordance with the following principles:

Principle 1

The child shall enjoy all the rights set forth in this Declaration. All children, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.

Principle 2

The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose the best interests of the child shall be the paramount consideration.

Principle 3

The child shall be entitled from his birth to a name and a nationality.

Principle 4

The child shall enjoy the benefits of social security. He shall be entitled to grow and develop in health; to this end special care and protection shall be provided both to him and to his mother, including adequate pre-natal and post-natal care. The child shall have the right to adequate nutrition, housing, recreation and medical services.

Principle 5

The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.

Principle 6

The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and in any case in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of state and other assistance toward the maintenance of children of large families is desirable.

Principle 7

The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture, and enable him on a basis of equal opportunity to develop his abilities, his individual judgment, and his sense of moral and social responsibility, and to become a useful member of society.

Principle 7 (cont'd)

The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents.

The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavor to promote the enjoyment of this right.

Principle 8

The child shall in all circumstances be among the first to receive protection and relief.

Principle 9

The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic in any form.

The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.

Principle 10

The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood and in full consciousness that his energy and talents should be devoted to the service of his fellow men.

\* \* \*